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ABSTRACT

This manual describes a process by which the pooling of resources, appropriate analyses, and utilization of vocational programs and personnel can be combined to provide a reasoned approach to the assessment of the training and employment potential of handicapped individuals. Section I begins with a review of the program that developed assessment competencies and provided vocational assessment within a vocational school setting to individuals with a variety of handicapping conditions. Other contents include job descriptions of essential staff for a vocational assessment program within a vocational school, referral/assessment procedures, and program recommendations. Section II describes these components of a comprehensive assessment program: medical, dexterity, psychological, and educational information and information on vocational aptitude and employability skills. Commercially prepared assessment tools that are available are listed. Section III discusses shop explorations and presents an example of a completed shop exploration. Section IV, on educational prescription, illustrates the process of moving from assessment data to recommendations. Materials of a sample vocational assessment include an assessment report score card, shop exploration form, task analysis sheets, and formal recommendations. The section concludes with other examples of assessment recommendations. Referral, assessment, and individual educational program forms are appended. (YLB)

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Vocational Assessment for the Handicapped

PROGRAM MANUAL
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1984

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FINAL REPORT

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VOCATIONAL ASSESSMENT FOR THE HANDICAPPED

BY

MARCIA A. ENGLEMAN

PROJECT COORDINATOR

JANUARY, 1984

NORTHERN KENTUCKY VOCATIONAL REGION SEVEN

NORTHERN KENTUCKY STATE VOCATIONAL-TECHNICAL SCHOOL

COVINGTON, KENTUCKY 41011

PROJECT NUMBER

G518HE013F

NONDISCRIMINATION AGREEMENT

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary, and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

Printed with Federal Funds

ABSTRACT

TITLE: VOCATIONAL ASSESSMENT FOR THE HANDICAPPED
DURATION: JULY, 1980 - JUNE, 1983

OBJECTIVES:

1. To expand vocational services for the handicapped while maintaining a terminal goal of competitive employment.
2. To develop a vocational assessment model for use within vocational school settings.
3. To stimulate vocational programming flexibility by generating prescriptive assessment recommendations.
4. To reduce segregation in vocational programming for the handicapped based solely on specific diagnosis.
5. To develop an intraschool and interagency "team" approach to serving the handicapped within vocational education.

PROCEDURE:

Three special educators familiar with vocational education developed assessment competencies and provided vocational assessment within a vocational school setting to individuals with a variety of handicapping conditions. Individualized training recommendations were generated for each handicapped student for whom the assessors felt that training was a realistic goal.

CONTRIBUTION TO EDUCATION:

This program expanded vocational services for the handicapped while stimulating a more flexible procedure for accomplishing such. It also defined current realistic limitations in serving the handicapped within the vocational region, defining reasonable directions for growth.

PRODUCTS DEVELOPED:

Final Quarterly Reports

PREFACE AND ACKNOWLEDGMENTS

As vocational education strives to meet the needs of handicapped students, vocational assessment within the vocational school environment can prescribe support services and training modifications without unnecessary segregation based on diagnosis.

The following people made contributions to this project.

The Administration of the Bureau of Vocational Education

The Staff of the Exemplary Programs Unit of the Bureau of Vocational Education

The Northern Kentucky Vocational Region

The Northern Kentucky State Vocational-Technical School Administration, Counseling, and Teaching Staff

The Northern Kentucky State Vocational-Technical School Special Programs Staff:

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Mary Ann Hines, Typist
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Caryl Roberts, Typist

In dedication to the teachers at the Northern Kentucky State Vocational-Technical School and the very special students whom this project served.

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VOCATIONAL ASSESSMENT FOR THE HANDICAPPED

PROGRAM MANUAL

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SECTION 1

INTRODUCTION

Vocational Education has been defined, through philosophy and practice, as an educational delivery system whose major goal is training individuals to enter competitive employment. This goal encompasses a wide range of clientele and occupations, including, specifically, the handicapped.

Competitive employment, as a direct result of training, is now a much more realistic and reachable goal for many handicapped individuals. Although an expanded understanding or definition of "competitive employment" and "reasonable accommodation" is still needed, opportunities now exist where none were and this clearly demonstrates a positive response by the marketplace to the potentials of handicapped workers.

The project described in this document offers a process by which the pooling of resources, appropriate analyses, and utilization of vocational programs and personnel can be combined to provide a reasoned approach to the assessment of training and employment potential of handicapped individuals. It is recognized that this project represents one way among many. With this in mind, the recommendations, processes, forms and discussion, nevertheless, present to the reader a framework within which comparable services can be organized successfully.

Throughout the project, one common thread prevailed; our view that the handicapped person is "exceptional"; hence, worthy. Our experiences have opened our eyes and minds to the great potential of

each person and has resulted in opening many heretofore closed doors of opportunity. Certainly, many changes, modifications, and adaptations were needed but these flowed quite naturally as our experience grew. We have grown significantly as an educational institution and understand far better our strengths and limitations in providing an education for gainful employment. It is our hope that this project manual will serve to open many new opportunities for handicapped persons in other occupational education institutions.

PROGRAM REVIEW

Vocational Education has been serving handicapped individuals since its beginning. The current sophistication of services simply reflects a continuation of the commitment to train the handicapped for employment. Commitments can and should be challenged, however, and vocational education is currently being challenged to serve the more severely handicapped with flexible, adaptive programming. The Vocational Assessment for the Handicapped Project was conceived to enable the Northern Kentucky Vocational Region to meet this challenge.

Prior to 1980, many handicapped individuals were ineligible for special services in the Region because their age and/or specific diagnosis did not meet the guidelines of existing special programs which were designed primarily to serve the mildly mentally retarded, the learning disabled and the emotionally disturbed. The Northern Kentucky State Vocational-Technical School's Special Programs Coordinator, in cooperation with the Vocational Regional Director, wrote a proposal for exemplary project funding. This request for funding was a direct outgrowth of the recognition that vocational education must constantly strive to increase the quality, quantity, and versatility of services for handicapped individuals.

The project was funded and began part-time operation in 1980. A teacher, certified in Special Education and with prior experience as a Special Vocational Teacher, was hired to coordinate the project. Two additional part-time teachers with similar backgrounds were subsequently hired. Operating as a part-time evening program for two years and using existing special education classroom space within N.K.S.V.T.S., the project's major goal quickly evolved into the development of a

vocational assessment model. This model concentrated on determining the feasibility of training handicapped individuals for competitive employment within the Region's vocational training shops.

The project was publicized to the following local agencies and school systems identified as probable referral sources:

1. AFL-CIO Handicapped Employment Program
2. BAWAC Inc.
3. Campbell Adult Work Activity Center
4. Catholic Social Services
5. Goodwill Industries
6. Kenton Adult Work Activity Center
7. Kentucky Bureau For The Blind
8. Kentucky Bureau of Vocational Rehabilitation Services
9. Northern Kentucky Citizens Advocacy
10. Redwood School and Rehabilitation Center

The original program description stated that vocational assessment services would be offered to any handicapped individual, age 18 and up. This was subsequently lowered to 16. The goal of training for competitive employment was clearly communicated in written publicity materials.

Referrals were accepted within one month of project funding. Initial telephone contacts between the project coordinator and the referral sources preceded personal interviews with the students. No students referred were refused assessment services for the project's first two operational years.

Twenty-six students, with a wide range of handicapping conditions, received vocational assessment through the project during the first two years of operation. Blocks of five to six students began assessment with two, and subsequently three, assessors. These students were scheduled for two evenings per week, three hours per evening for approximately ten weeks. An Individual Assessment Plan was developed for each student, prior to actual assessment activities, which covered vocational interest and aptitude, dexterity, educational achievement, community living, money

management, basic life and employability skills. Situational assessment was accomplished through the use of shop explorations within the vocational shops. A final written assessment report, containing programming recommendations, was completed for each student. A post-assessment "Review of Placement" meeting was held in order to communicate assessment results. Students who subsequently entered training received recommended support services through project staff and/or other existing special programs personnel.

Although the Special Education background and familiarity with vocational education of the three assessors were plusses in many areas of program development, the need for expertise in assessment procedures was recognized. Consequently, the project staff received approximately fifty hours of contracted consultation from a certified psychologist and two experienced work evaluators. This consultation was completed over the first two years of project operation. Consultation focused on the following topics:

1. The history and development of work evaluation and vocational assessment
2. The nature of jobs
3. Job analysis
4. Using work samples
5. Making behavioral observations
6. Developing vocational assessment plans
7. Assessment tool administration and interpretation
8. Validity and reliability in testing
9. Developing local norms
10. Interpreting psychological evaluations
11. Collaborative consultation techniques
12. Writing assessment reports
13. Confidentiality in the assessment process
14. Using behavior contracting
15. Adapting school procedures to meet the needs of the emotionally disturbed
16. Establishing procedures for accepting referrals on severely emotionally disturbed and/or mentally ill students; guidelines for maintaining safety for assessors, the vocational teachers, and other students.
17. Legal issues related to accepting or refusing referrals, writing "Individual Education Programs," and the least restrictive environment

Assessment began using assessment-related equipment and supplies already in use by other Special Programs in the Region. The professional opinions of the project consultants and other experienced evaluators were of crucial importance in the project's purchasing decisions. Additional assessment equipment and paper/pencil tests were purchased periodically after the project staff felt comfortable with the appropriateness and usefulness of each. (For a bibliography of assessment equipment purchased by the project, see page 31).

Interagency and intraschool cooperation were high priorities. Increased understanding, visability, and cooperation were obtained through the following activities:

1. Project staff participation in the Northern Kentucky State Vocational-Technical School Special Program Advisory Committee.
2. Two presentations to graduate students in special education at the University of Cincinnati.
3. Interagency meetings involving The Kentucky Bureau of Vocational Rehabilitation Services Personnel, the Regional Director of Vocational Education, and the Exemplary Project Coordinator, in which project services were clarified and referral procedures were discussed.
4. Communication established with new referral sources including the Northern Kentucky Treatment Center and Redwood School and Rehabilitation Center.
5. Presentation at the Spring Conference of the Council for Exceptional Children (Career Division). The Presentation was made in cooperation with the Special Programs Coordinator. The Exemplary Project Coordinator discussed the role of vocational assessment as an effort to serve severely handicapped adults through vocational education.
6. Collaborative training for N.K.S.V.T.S. instructors and counselors interested in developing work samples.
7. Project listing and description in Special Services Directory developed by The Bureau for Exceptional Children, Frankfort, KY.
8. Medical doctors, social workers, psychologists, and psychiatrists who treated or tested referrals were contacted to clarify diagnoses, discuss any restrictions, and to determine if individuals were stable enough to profit from assessment and/or training. In some cases, joint efforts at behavior contracting were used with selected students.
9. Development of a N.K.S.V.T.S. Special Programs display for

Vocational Education Week. This display, one of many from Vocational Education Region Seven, was located at the Florence Mall, Florence, Kentucky. The theme was "Vocational Assessment For the Handicapped" with work samples and other assessment equipment displayed. Program brochures were available and referral procedures were explained, especially to the general public.

10. Project Description in the Kentucky Association of Vocational Education Special Needs Personnel (KAVESNAP) Newsletter.

In 1982-83, the exemplary project coordinator became the vocational assessment coordinator for special programs at the Northern Kentucky State Vocational-Technical School. The assessment model developed by the project staff was recognized as the logical entry point into vocational education for all post-secondary handicapped students. Project Change, serving Emotionally Disturbed and Behaviorally Disturbed youth - ages 16 to 19, and Project Careers, serving learning disabled and educably mentally handicapped individuals - ages 16 and up, were discontinued. The assessment model, it was theorized, would serve these students and others, prescribing support services and training modifications without unnecessary segregation based on diagnosis.

Fifty-two students, ages 16 and up, received vocational assessment services during the project's third year. Assessment was streamlined into a 12:00 - 3:00 p.m., Monday-Friday format, followed by shop explorations which could last as long as four weeks. The shop exploration phase of the assessment process received recognition as very critical to the process and attempts were made to develop shop exploration procedure packages, standardizing the experience in each individual shop. The assessment process became more efficient with the development of referral packages, group referral sessions and abbreviated final reports intended for functional use within the vocational setting.

Procedures were further modified by routinely referring all applicants to The Kentucky Bureau of Vocational Rehabilitation Services

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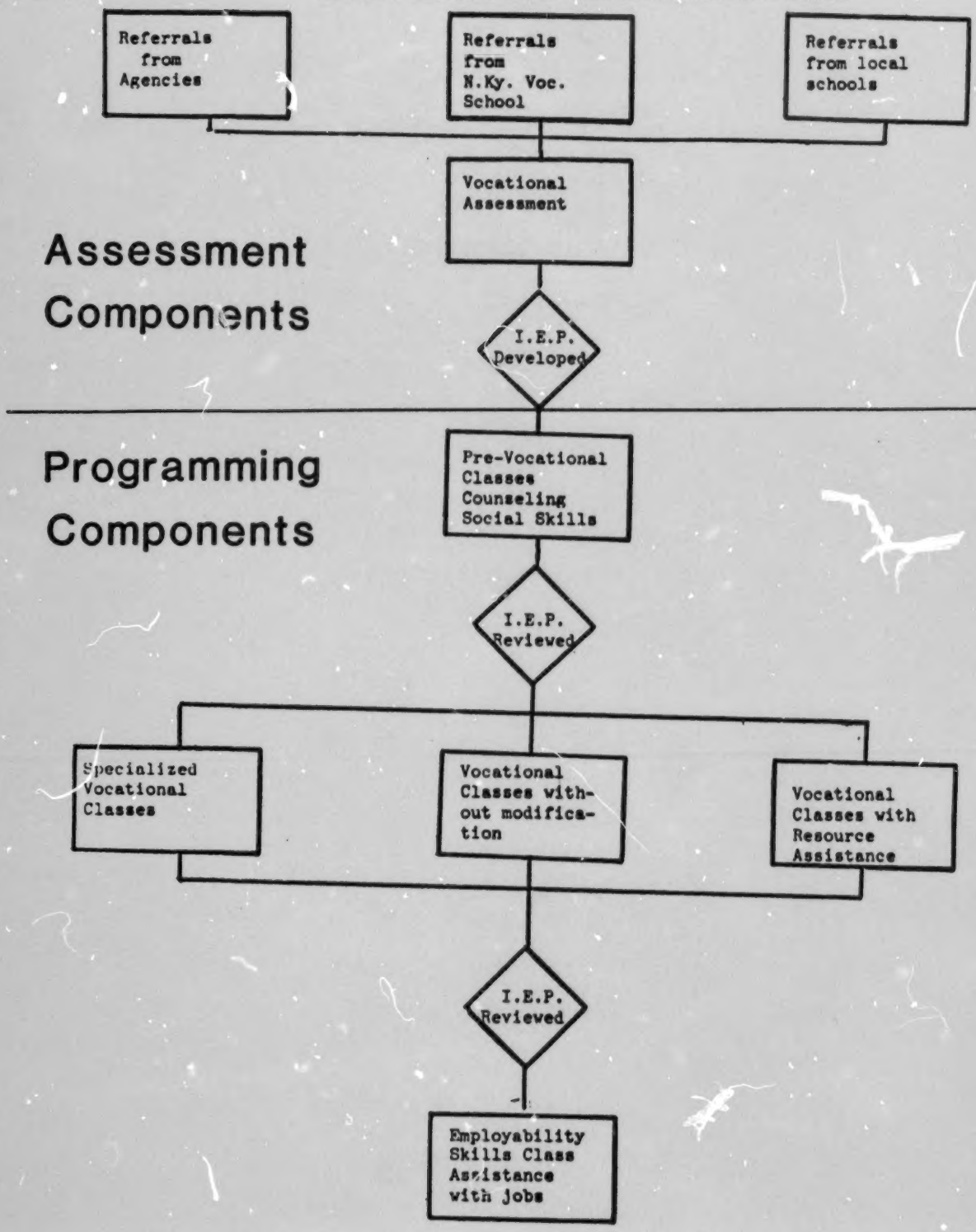


prior to assessment. Assessment was scheduled, if recommended by the Kentucky Bureau of Vocational Rehabilitation Services counselor and upon receipt of a psychological evaluation and general diagnostic medical examination. Although exceptions to this procedure were made, it was initiated in an attempt to coordinate community services. The Kentucky Bureau of Vocational Rehabilitation Services counselors, knowledgeable of project assessment purposes and familiar with Vocational Education Region Seven training programs, performed a general screening of appropriateness of referrals to the N.K.S.V.T.S. (The Kentucky Bureau of Vocational Rehabilitation Services counselor occasionally chose a full work evaluation and/or other services in the rehabilitation/habilitation process for clients in lieu of a referral to the Assessment Center).

The assessment process narrowed its scope in its third operational year. Totally blind and deaf students were no longer listed as disabilities that could be served through the assessment model. This restriction was based on the lack of specific expertise of the assessment staff and school faculty. (Deaf students can enter Vocational Education Region Seven training programs but do not currently enter under the assessment model.) The assessment model also became more sophisticated as shop descriptions and requirements were organized on training profile sheets.

Experience has led to raising some questions about the various components of the assessment process, leading toward the Region planning for completing local norming studies and possible modifications of current enrollment and training procedures.

PROJECT ACCOMPLISHMENTS

1. The development of a vocational assessment model for use within a vocational school setting.

2. Vocational assessment of 78 students, ages 16 and up. (See Student Programming Description on Page 15).

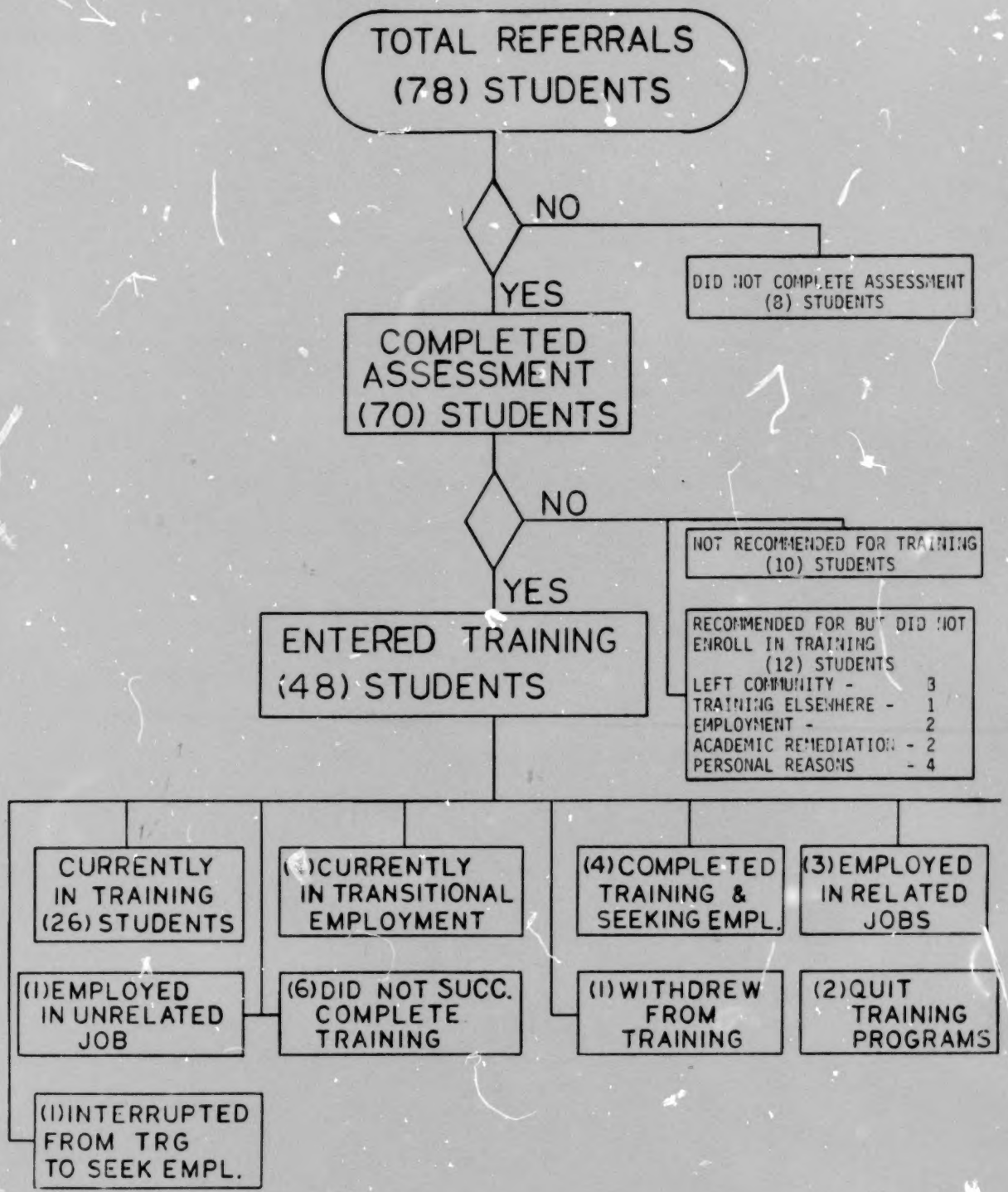
   a. Seventy students completed assessment; 8 students dropped out of the assessment program for a variety of reasons. Ten students were not recommended for training with the region since the assessment indicated that either a sheltered setting would be better or that the school lacked the expertise to make the needed adaptions. Twelve students who were recommended for training did not actually enroll for the following reasons:

      1. Two left the community
      2. One entered training elsewhere
      3. Two entered employment
      4. Two enrolled in academic remedial training
      5. Four chose not to pursue training for personal reasons.

   b. Forty-eight students entered training. The following is a breakdown of their status:

      26 Currently in training (1 student holds a part-time co-op job)
      4 Currently in transitional employment
      4 Completed training and are currently seeking related employment
      3 Employed in related jobs
      1 Employed in an unrelated job
      6 Did not successfully complete training
      1 Withdrew from school in good standing and is eligible for readmission
      2 Quit training programs
      1 Interrupted from training for six months to seek employment

STUDENT PROGRAMMING DESCRIPTION



ROLE IDENTIFICATION

The following roles are essential for the development and implementation of a vocational assessment program within a vocational school.

1. The Vocational Administrator

   a. Generally accepts final responsibility for compliance to federal and state mandates to serve handicapped students. (If personally committed, will be a stimulus for committing all vocational educators to acceptance of and flexibility in serving handicapped students.)
   b. Will be involved in program fiscal control, housing, procedures and evaluation.

2. The Vocational Assessor

   a. Responsible for assessment program development and implementation, including purchasing.
   b. Should be familiar with vocational education, testing, and the handicapped population.
   c. Must be sensitive, diplomatic, yet assertive in interactions with students, vocational instructors, and agency personnel.
   d. Should be creative and flexible, able to serve students in a variety of "roles" as student and program needs evolve.

3. The Vocational Instructor

   a. Will maintain the major responsibility in developing and carrying out shop explorations.
   b. Will assume the major responsibility for training special needs students.

4. The Special Needs Student

   a. Should be encouraged to participate actively in the planning, implementation, and evaluation of his/her assessment and subsequent training.

5. The Referral Source

   a. Must be familiar with vocational education, availability of training programs, special support services available for handicapped students, and the goals/procedures of the vocational assessment program. This information is necessary in order to route clients to the most appropriate rehabilitation/habilitation service, which may or may not be the vocational school.
   b. May provide financial support for students.
   c. Should work cooperatively with special vocational staff as clients proceed through assessment and training.

6. The Parents/Advocates

   a. Attend placement and review meetings.
   b. Generally be supportive of the training goals of the students.
   c. Provide impetus for expansion of services.

OUTLINED REFERRAL/ASSESSMENT PROCEDURES

1. The Northern Kentucky State Vocational-Technical School Special Programs Coordinator or Vocational Assessment Coordinator is contacted by the student, parent, advocate, or other referral source.

2. A referral package is mailed to the initiating referral source. This package instructs the student to contact a Kentucky Bureau of Vocational Rehabilitation Services counselor.

3. A Kentucky Bureau of Vocational Rehabilitation Services counselor requests that the student's name be placed on a referral list for vocational assessment.

4. The student is mailed a letter requesting attendance at a group session.

5. The student attends the group session and receives an explanation of the assessment process and is assigned start dates (The Kentucky Bureau of Vocational Rehabilitation Services counselors are informed of "no shows" for the group sessions. Names of such students are re-entered on the assessment referral list, if requested by the Rehabiliation counselor).

6. Classroom Assessment Monday through Friday 12:15 - 3:00 p.m.

   Monday

   An entrance interview is conducted to establish rapport, verify background information and ascertain stated vocational interests. Students receive an overview of school rules and take a brief school tour. Reading and math achievement testing is begun.

   Tuesday

   In-classroom assessment activities are completed. The student receives verbal feedback and shop explorations are discussed. The student leaves with a specific date to return for shop exploration or is later contacted by telephone with this information. Shop explorations are scheduled at the convenience of shop instructors who receive a request for such and a basic data sheet about the student. If a student is not recommended for any shop explorations, a review meeting is scheduled at this point.

   Shop Explorations

   Shop explorations last from one to four weeks. The assessor requests post exploration written and verbal feedback from the shop instructors and the student. Shop instructors are encouraged to provide standardized exploration activities and to suggest training modifications, if training is recommended.

7. Assessment information is integrated to develop specific recommendations for training. The student, shop instructor, referral agent and assessor agree on a tentative training plan. A summative assessment report is completed and released to the Rehabilitation Counselor.

8. The student's name is submitted to the N.K.S.V.T.S. admissions counselor for priority placement.

9. A formal admissions meeting, with Individual Educational Program development, is held prior to training. Any training modifications and recommended support services are listed on the I.E.P. The referral source, student, assessor, shop instructor and school counselor are requested to attend this meeting. A review date is set.

10. The assessor and/or assigned special vocational resource teacher follows the student as training progresses, organizing monthly progress staffings and coordinates other aspects of the student's programming, including employability skills and job placement efforts.

PROGRAM RECOMMENDATIONS

1. The development and implementation of special needs programming within vocational education should be based on determined need coupled with available resources, expertise, and client characteristics.
2. Initial goals should be modest and realistic, recognizing any housing and staffing constraints. Don't oversell. Expand services gradually.
3. Situational/simulated work activities in actual vocational shops should be an integral part of the total assessment process.
4. The shop instructors are of critical importance in serving handicapped students within vocational education. Initial and continuous efforts must be made to incorporate their ideas in every stage of program development. Any mandated cooperation must quickly be replaced by commitment.
5. All students need competent assessors. Most consultation about testing and evaluation should be done before referrals are accepted.
6. Assessors working within a vocational school setting need to familiarize themselves with regular school policy related to confidentiality. They must also be knowledgeable of The Family Education Rights and Privacy Act (Buckley Amendment). When interpretation of the law or established policy is questionable, the assessor should seek out expert advice.
7. Assessment information gathered about an individual should be interpreted to that individual. This procedure should be well thought out and dignified with an unhurried, private environment.

The use of a "lead sheet" (see sample in appendix) which covers the essential points which the student and other interested parties can understand will aid in interpretation and circumvent the problems related to interpretation of technical terminology to lay people.

8. Scoring testing, interpreting data, and writing reports are time consuming, but critical elements in the Assessment process. Be sure to provide enough time between each Assessment Session so that proper reflections and organization of thoughts can occur. To do otherwise is to eventually create backlogs of reports and the very real possibility that essential recommendations can be lost or in error.
9. Diagnostic information gathered in the assessment process should be considered confidential and, hence, kept in a secure place such as a locked file cabinet. The access to such should be limited to the professional staff working with the individual students on a need to know basis. Release forms should be used to give consent, both in gathering information from other agencies and in releasing assessment findings.
10. Shop instructors may need assistance with modifying shop procedures and curriculum for individual students. The vocational assessor provides a critical role in helping teachers to become more comfortable with teaching handicapped individuals.
11. The shop exploration process, one of the major advantages of assessment in a vocational school, is highly dependent on the quality of interpersonal relationships between the assessors and the shop teachers.

12. School attendance, punctuality, and behavioral rules need to be flexible for special students who are developing work habits. Written procedures for this are essential.
13. Parental involvement should be approached on an individual basis. In some instances, as would be the case with some adults, it may be unneeded and/or unwise.
14. Vocational assessment should not be considered a "one shot" proposition. Since students may need time for maturation or interim services, provisions should be made for readmission to the school.
15. The assessment process should be used to expand the depth and scope of school programming, not as a basis to screen out or eliminate training opportunities.
16. Assessment services should not be judged solely on a cost effective basis. One-on-one assessment in a non-hurried, unpressured setting in which student input is encouraged is highly recommended. Assessment models should constantly evolve as new and better ideas and competencies are gained. If it is not working or could work better, change it.
17. Organized "special education" type in-service programs should be viewed as only a first step in developing competency in working with the handicapped. Day-to-day interaction between assessors and shop instructors in which assessors communicate their respect for the skills of the vocational teacher and a desire to learn about the individual shops, <u>works</u>.
18. In-services should use a variety of resources, involve the teachers as active participants, be immediately useful, and provide for self-evaluation.

19. A multitude of professional backgrounds are appropriate for vocational assessors. Although State requirements for assessors/evaluators will vary, persons familiar with vocational education will have a definite advantage.
20. Clearly articulated program goals will define and answer many questions about purchasing and staffing.
21. One of the best sources of reliable information about assessment tools is other assessors who use the equipment. Do not over-buy early in the program planning process. Be committed to discontinuing the use of any tools that prove useless in the diagnostic/prescriptive process.
22. Duplication of services can be minimized by interagency cooperation. Many variations of sharing equipment, housing, and consultation services can be arranged and should be encouraged.
23. Vocational assessments attempt to match individuals and training. Since such a process will only be as valid as the information available about local training and employment, individual occupational shop profiles are needed. The Dictionary of Occupational Titles and The Classification of Jobs According To Worker Trait Factors are excellent resources for beginning this task. Theoretically, the profiles that are generated by the above sources should be validated through local norming. Minimally, they should be supplemented with local training information.
24. Local norming tests should be considered.

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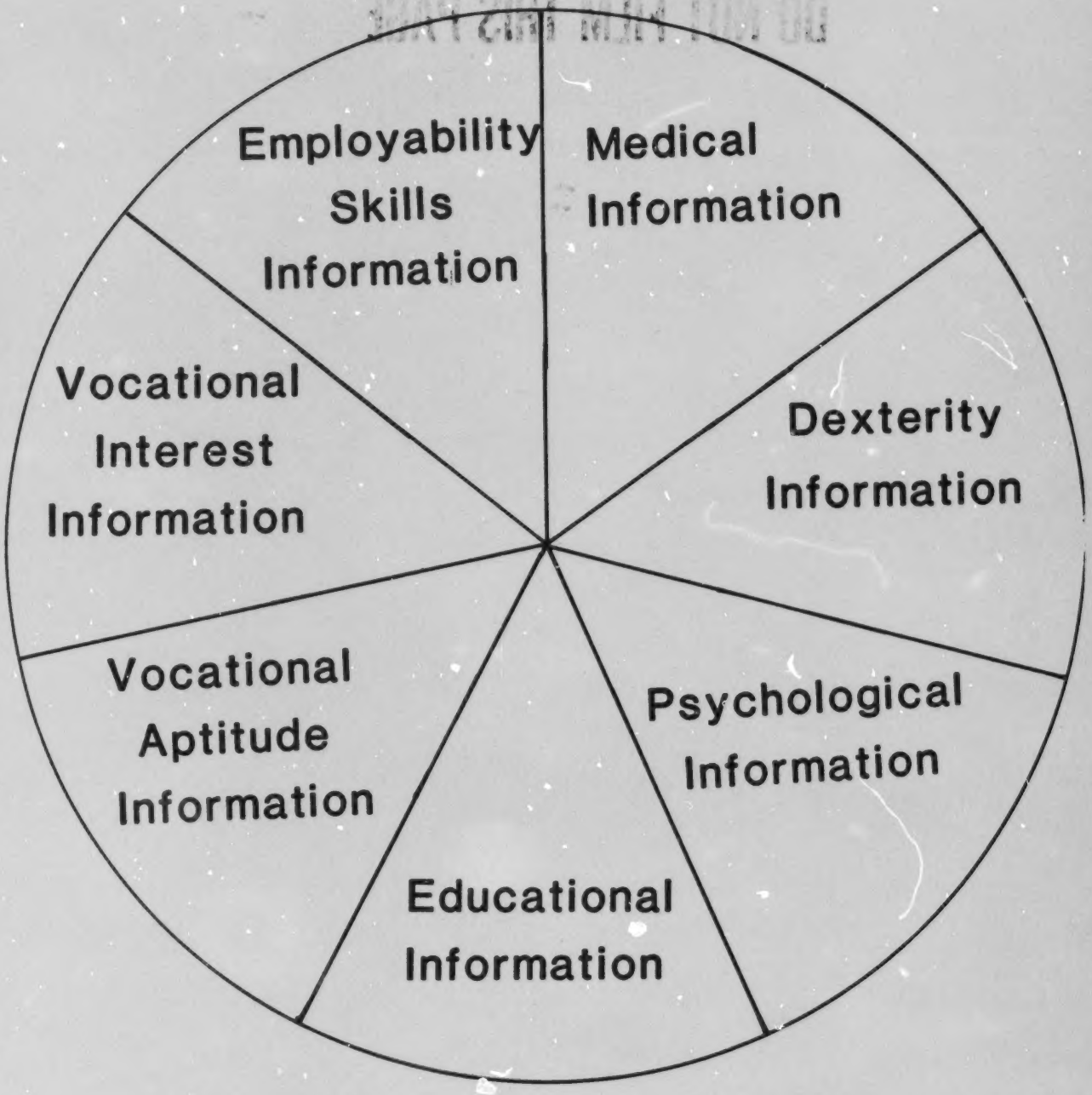
SECTION 2

Vocational Assessment Components and Tools



DESCRIPTION OF COMPONENTS

The following is a detailed description of the components of a comprehensive assessment program. Some information may be either not needed in a particular situation or not readily available. The component items are offerred as a guide.

Medical Information is often gathered, outside the assessment process, by the referral agent. It should be available at the start of the vocational assessment process since physical (lifting, climbing, stooping, reaching, talking, seeing, etc.) and/or environmental (fumes, odors, dust, cold, heat, noise, etc.) restrictions will have implications for the direction of the assessment.

Dexterity Information including motor, finger, manual, bi-manual, and eye-hand-foot coordination can be measured by a multitude of commercially prepared tests. Care must be taken not to use such tests, in isolation, to screen out from shop training programs. Many popular tests have dated norms, and questionable reliability and validity. Some cannot be used with the physically handicapped and visually impaired. Assessors should not only be concerned with time performance but ability to complete tasks- even if adaptations to procedures have to be made.

Psychological Information should be sought from only highly qualified professionals. Although many assessment programs lack personnel with such expertise, a psychological evaluation is critical to the assessment process and procedures should be established to ensure that such information is available.

Psychological evaluations intended for use within vocational assessment may or may not be "tailor-made" to the receiving agency by the psychological service. Consequently, the information received needs to be carefully reviewed, by the assessor, on its relevance to the assessment program and the realities of the training institution and the marketplace. The psychologist or psychiatrist's recommendations for vocational training will only be as relevant as his/her information about the requirements of jobs and local training-employment requirements and opportunities.

Some information from the psychological evaluation is useful early in the assessment process; e.g., reading and math screening scores are helpful in placing students at proper levels in more extensive diagnostic educational tests. Some assessors prefer to read a psychological at the end of the assessment, however, in order to minimize pre-assessment bias. Caution must be taken not to use the IQ score in isolation to "track" students in the assessment process. The most valuable information may be reported from sub-tests which point to relative strengths and weaknesses and which should be used to prescribe instruction based on learning style.

Educational Information consists of three components: academic achievement, basic skills, and community/life skills.

A measure of reading and math achievement is necessary in the Vocational Assessment process. Gross achievement can easily be screened by a test such as the Wide Range Achievement Test. Achievement, as well as diagnostically prescriptive information, however, can best be obtained through more comprehensive tests like the Tests of Adult Basic Education. It should be noted that the assessment process needs to interface with vocational school admissions procedures. If

reading and math competency testing is a part of this process, the same test (and testing procedures) should be used.

Since academic achievement and ability are not necessarily the same, assessors should also refer to psychological evaluations and educational history when making recommendations. Some students may currently be performing at their maximum academic potential. Other students may be capable of making extraordinary progress.

Basic skills may be defined as including various types of measurement, telling time, using money, and using a calendar. Experienced assessors will be able to "pick and choose" sub-tests of many commercially available "paper and pencil" tests in order to develop a "battery" of tests to gain information. Teacher(assessor)-made checklists, however, may be preferable, since they, like many commercially prepared tests, lend themselves to a prescriptive educational process. The important point is that basic skills are part of educational assessment and should receive attention during the process.

Closely related to basic skills, community life skills include knowledge about the law, community services, public transportation, personal and professional health care, and personal money management. The individual who can effectively manage his/her personal life will miss less work and may well perform better on the job. Again, although commercially prepared tests are available to measure such competencies, teacher (assessor) checklists may be just as effective.

The measurement of Vocational Aptitudes, defined by L.L. Thurstone as "kinds" of mental ability (Thurston, 1938), should generally be accomplished through the use of commercially available aptitude batteries.

Caution should be exercised in using aptitude batteries to "screen" students for specific vocational training programs, since positive correlations are, at best, weak. Varied and extensive local norming studies may be necessary before vocational aptitude profiles can be used with confidence for anything other than counseling tools in which bands of relative strengths and weaknesses are identified.

There are many commercially available interest inventories designed to objectively measure interest. Assessors must carefully scrutinize such tests for appropriateness, including reading levels. Some such tests are often time consuming, "boring" and expensive. It is possible that many students within a vocational/assessment process will not need a formal interest inventory at all. Many will enter the process with a definite direction in mind. Others may prefer hands-on exploration in several shops. Although formal interest inventories will be helpful in assessing the interests of some individuals, it need not be considered a "standard" part of an assessment battery. Don't forget to ask the students what their interests are.

Employability Skills are job seeking and keeping skills. Job seeking skills, including reading and want ads, writing resumes, filling out job application forms and interviewing, can easily be measured in checklist fashion. Job keeping skills are comprehensive. They include not only the skills to do the job tasks but also cover such things as attitude, honesty, initiative, problem-solving, and interpersonal relationship skills. Job keeping skills must, therefore, be measured with a skillfully developed battery of paper and pencil tests, teacher-made checklists, and assessor (teacher) observations of performance on job samples and in shop explorations.

COMMERCIALLY PREPARED ASSESSMENT TOOLS
AVAILABLE FOR USE IN THE
NORTHERN KENTUCKY STATE VOCATIONAL-TECHNICAL SCHOOL
SPECIAL PROGRAMS ASSESSMENT

EDUCATIONAL AND RELATED

1. Tests of Adult Basic Education
   CTB/McGraw Hill
   DelMonte Research Park
   Monterey, California 93940
   (Used to measure academic achievement & prescribe remediation.)

2. Wide Range Achievement Test
   Guidance Associates of Delaware, Inc.
   1526 Gilpin Ave.
   Wilmington, Delaware
   (Used for quick academic achievement screening.)

3. Tests for Everyday Living
   Publishers Test Service
   CTB/McGraw Hill
   2500 Garden Road
   Monterey, California 93940
   (Used to gather educational and employability information with students functioning in the average and mildly mentally handicapped range.)

4. Social and Pre-Vocational Information
   Battery (and Form T)
   CTB/McGraw Hill
   DelMonte Research Park
   Monterey, California 93940
   (Used to gather educational and employability information with severely retarded students.)

5. Brigance Diagnostic Inventory of Essential Skills
   Curriculum Associates, Inc.
   North Bellerica, Massachusetts 01862
   (Subsections used to gather educational and employability information with students with a variety of handicapping conditions.)

6. Singer "How Much, How Far, How Many"
   The Singer Company, Education Division, Career Systems
   80 Commerce Drive
   Rochester, New York 14623
   (Used to obtain a comprehensive picture of measurement skills. Adapted for low functioning students.)

VOCATIONAL INTEREST

1. Comprehensive Occupational Assessment Training System (COATS)
   Job Matching
   (Preference only)
   Prep, Inc.
   1007 Whitehead Road Ext.
   Trenton, NJ 08638
   (Administered to students who do not have strong and clearly articulated vocational interests.)

APTITUDE ASSESSMENT & WORK SAMPLES

1. Pennsylvania Bi-Manual Work Sample
   Educational Test Bureau Division
   American Guidance Service
   Publishers Building
   Circle Pines, Minnesota 55014
   (Used to measure bi-manual coordination.)

2. O'Connor Tweezer Dexterity Test
   C. H. Stoelting Company
   424 North Homan Avenue
   Chicago, Illinois 60624
   (Used to measure finger dexterity.)

3. Differential Aptitude Tests
   Forms S & T
   The Psychological Corporation
   New York, New York 10017
   (Used to measure clerical speed and accuracy, space relations and mechanical reasoning.)

4. Valpar Upper Extremity Range of Motion
   Valpar Corporation
   3801 E. 34th, Suite 105
   Tucson, Arizona 85713
   (Used as a total picture of upper extremity range of motion.)

5. Work Samples
   The Singer Company Education
   Division Career Systems
   80 Commerce Drive
   Rochester, New York 14623
   (Situational assessment tools.)

   Work Samples Used:
   Small Engine Service
   Sample Making
   Air Conditioning & Refrigeration
   Plumbing & pipefitting
   Welding & Brazing
   Drafting
   Electronics Assembly
   Data Calculation and Recording
   Sales Processing

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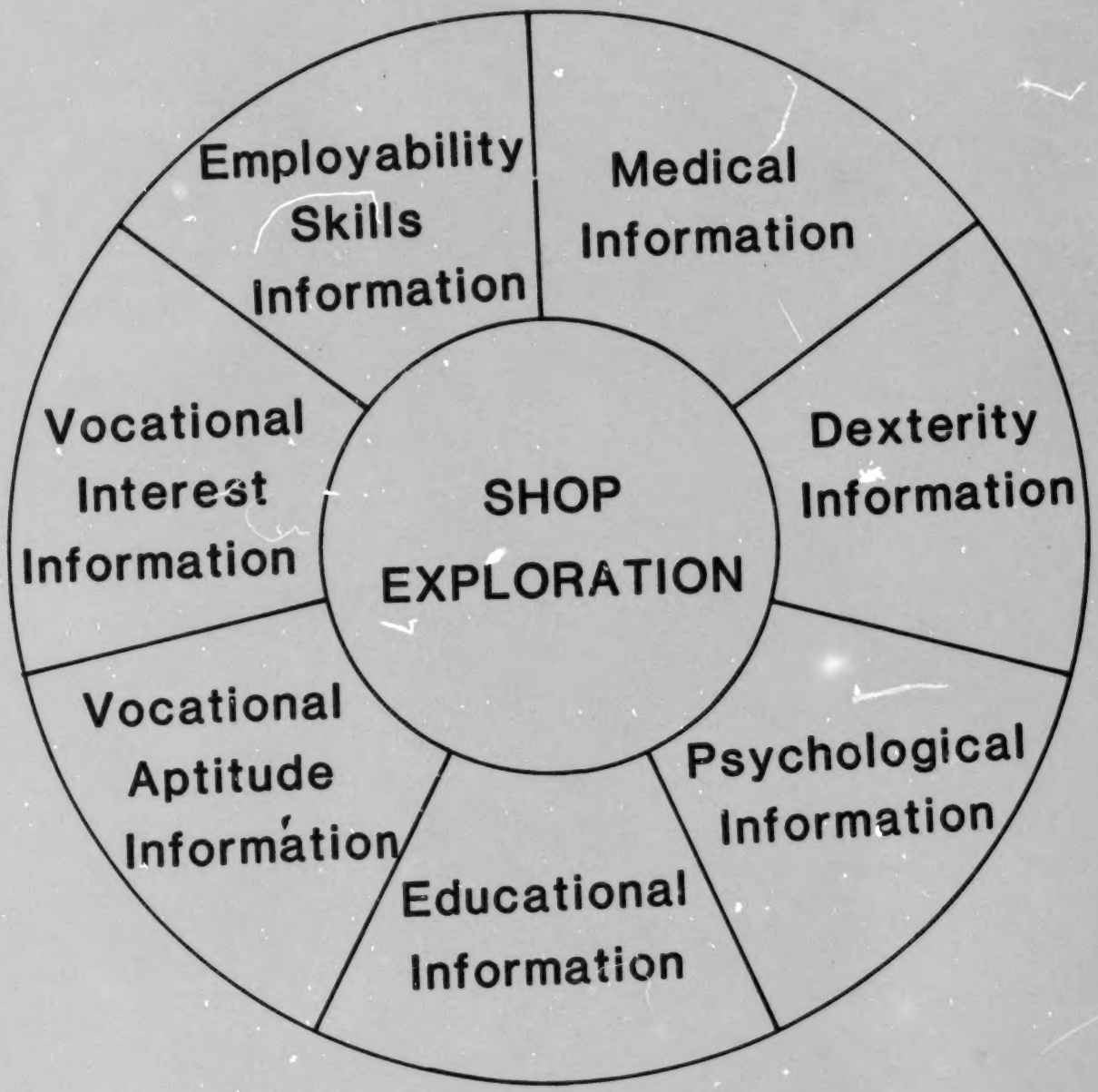
SECTION 3


Employability Skills Information
Medical Information
Vocational Interest Information
SHOP EXPLORATION
Dexterity Information
Vocational Aptitude Information
Psychological Information
Educational Information

SHOP EXPLORATION

Shop explorations are work-oriented (situational) assessment activities within specific vocational training program settings. Although shop explorations are somewhat subjective in nature, care must be taken not to minimize their use in measuring ability. They can be very valuable in:

- Defining vocational interest
- Assessing interpersonal relationships/work habit skills
- Defining shop related skill achievement/potential
- Suggesting training modifications and generating other educational prescriptions
- Committing vocational teachers to a team effort for student success.

Shop explorations should last at least one full week but may need to last much longer. An "assessment package" of tasks can be developed for use within each shop, standardizing the experience. Special forms can be developed for obtaining instructor and student feedback. Shop exploration packages can be adapted for non-readers. The shop instructor should note any deviations from the original plan. A daily behavior observation sheet should be used to record shop-related skill and social interaction behavior. Evaluation forms should encourage shop instructors to "estimate" the kinds of adaptions, if any, that the student will require for training.

On the next several pages is an example of a completed shop exploration in Commercial Foods.

EXAMPLE

SHOP EXPLORATION STUDENT INFORMATION SHEET

1. Student's Name: Patty Pastry
2. Student's Age: 18
3. Shop Exploration Date: 2-21-83 — 2-25-83
4. Physical-environmental restrictions: Yes (No)

   If yes, explain.
   Patty does have epilepsy. Her medical evaluation states that seizures are completely controlled with medication. The evaluation did not list any physical or environmental restrictions.
5. Other pertinent information:
   Strong interest in the food service industry. Patty was assigned to the cafeteria during her high school work experience program.
   Reading: strong sight word vocabulary.
   Math: can perform simple addition and subtraction calculations.

6. Special Programs Contact Person: _____

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COMMERCIAL FOODS SHOP EXPLORATION

DATE: 2/21/83 to 2/26/83 NAME: Patty Pooley

INTRODUCTION

READING MATERIALS

During your exploration in Commercial Foods, you are responsible for reading parts one and two of "Opportunities in the Food Service Industry." When you complete your exploration, you will be expected to take a test on this material.

HANDOUTS

Your packet consists of the following handouts:

1. Opportunities in the Food Service Industry
2. Weighing (Portion Control Scale)
3. Measuring (Standard Amounts)

LABORATORY PARTICIPATION

As you begin working in the kitchen, you will need to do the following things:

1. Put on an apron.
2. Get a clean towel.
3. Wash your hands at the sink.

You will be working in two different areas; the dining room (The Bluegrass Room) and the Main Kitchen.

While you are working in the Bluegrass Room, you will be responsible for setting up the tables, the side stand and the salad bar. You will also be responsible for cleaning in this room.

While you are working in the kitchen, you will be assigned specific jobs in the salad department and the kitchen maintenance department. Your final activity will be preparing a salad dressing, following a recipe

Note: This was read to Patty.

SHOP EXPLORATION — STUDENT WORK SCHEDULE — COMMERCIAL FOODS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 9:00	Set up B.G.R. Breakfast Pour Juices	Lab Set up B.G.R.	See Monday	Lab Work in Salad Department	See Monday
9:00 10:00	Work on Maintenance, Dishwasher Potwasher, Busperson	Lab Set up B.G.R.		Lab Work in Salad Department	
10:00 11:00	Breakfast & Clean up	Lab Assist in Salad Dept. Make Coffee & Tea		Prepare Coffee, Tea Set up Salad Bar	
11:00 12:00	Lunch	Maintenance Dishes & Pots		Maintenance Dishes & Pots	
12:00 1:00	Class Bookwork	General Cleaning		General Cleaning	
1:00 2:00	Resource Indiv. Study	Lunch		Lunch	
2:00 3:00	Class	Kitchen Cleanup Breakdown		Kitchen Cleanup Breakdown	

- NOTE: Schedule was read to Patty. Can Patty tell time?

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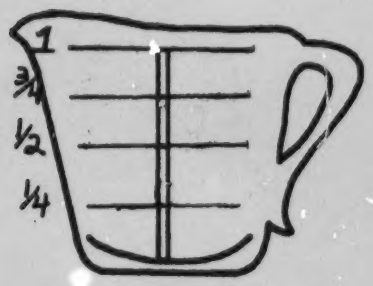
POST DEMONSTRATION LESSON WEIGHING HANDOUT

COMMERCIAL FOODS NAME: Patty Pastry

1. The following is a standard 1 cup measuring cup. On the lines listed on the cup, put the correct measurement:

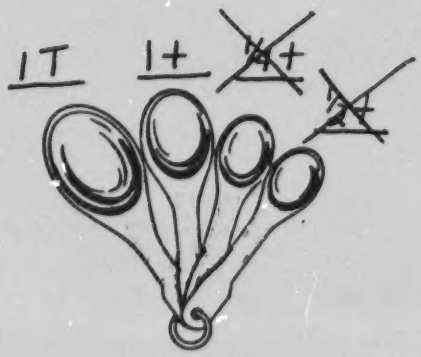
1/2 3/4 1 1/4 CUPS



✓

X 2. The following is a set of measuring spoons. They range from 1 Tablespoon to 1/4 teaspoon. Put the correct measurement on each spoon.

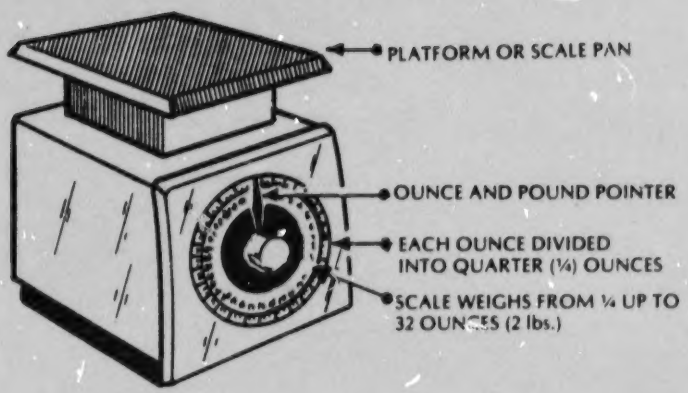
1 Tablespoon 1/2 teaspoon 1 teaspoon 1/4 teaspoon



POST DEMONSTRATION LESSON WEIGHING HANDOUT

COMMERCIAL FOODS NAME Patty Pastry

1. The portion control scale is a scale that weighs up to 2 pounds. It is broken down into ounces (oz.) and quarter (1/4) ounces. There are sixteen (16) ounces in one pound. Four (4) quarter (1/4) ounces make up one (1) ounce.


PLATFORM OR SCALE PAN
OUNCE AND POUND POINTER
EACH OUNCE DIVIDED INTO QUARTER (¼) OUNCES
SCALE WEIGHS FROM ¼ UP TO 32 OUNCES (2 lbs.)

1. How many pounds can the portion control scale weigh at one time? 2
2. How many ounces (oz.) are in 1 pound? 16
3. How many ounces can the portion control scale weigh? 1/4
4. What unit makes up the smallest marks on the scale above? 1/4

Note: Handout was read to Patty. Patt does not seem to understand the part-whole concept. Patty was given most of the answers.

ASSESSMENT EXPLORATION RECIPE READING LAB EXCERCISE

THOUSAND ISLAND DRESSING

1 1/2 Quarts Mayonnaise

1 Cup Sweet Pickle Relish

3/4 Cup Chili Sauce

2 Hard Cooked Eggs

Boil eggs in saucepan (20 to 30 minutes). While eggs are boiling, mix mayonnaise, pickle relish, and chili sauce. Set aside.

*Peel eggs after boiling. Chop with egg chopper. Add this to the mayonnaise mixture. Stir Well. Put in "walk-in" to chill.

*Before peeling eggs, run eggs in cold water to cool.

Note: Patty could not independently read this recipe or carry out the necessary measurement tasks. She did better on the measurement handouts.

NAME Patty Pastry

SHOP EXPLORATION TEST

OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY 1.

1. THE FOOD SERVICE IS THE _____ LARGEST INDUSTRY IN OUR COUNTRY.
2. THE FOOD SERVICE OPERATION WHICH IS SET UP TO MAKE A PROFIT IS CALLED lunch
3. NAME THREE TYPES OF COMMERCIAL FOOD SERVICES: _____,
   _____, AND _____.
4. WHAT IS THE DIFFERENCE BETWEEN AN INSTITUTION AND A COMMERCIAL FOOD OPERATION? _____
5. WHAT ARE THE TWO MAIN PARTS OF ANY FOOD OPERATION kitchen AND _____.

MATCH THE FOLLOWING:

___	SECOND COOK	A. PREPARES AND COOKS VEGETABLES
___	SALAD MAKER	B. MAKES ALL FILLINGS AND SPREADS & SANDWICHES
E	BAKER	C. HELPS COO.. & OTHER KITCHEN WORKERS
A	VEGETABLE COOK	D. ASSISTS THE CHEF
___	FOOD SERVICE MANAGER	E. MAKES BREADS, ROLLS AND SWEET BUNS
B	SANDWICH MAKER	F. PREPARES FOODS TO BE USED IN A SALAD
___	CHEF	G. A PERSON RESPONSIBLE FOR WHOLE KITCHEN
___	COOK'S HELPER	H. PERSON IN CHARGE OF ENTIRE PRODUCTION
___	FRY OR SHORT ORDER COOK	I. PREPARES ALL DESSERTS
I	THE DESSERT COOK	J. RUNS THE DISHWASHER
M	THE CASHIER	K. PERSON WHO TAKES ORDERS & SERVES CUSTOMERS
J	DISHWASHER	L. WORKS WITH DEEP FAT FRYING & GRILL
K	WAITRESS OR WAITER	M. RUNS CASH REGISTER & TOTALS RECEIPTS

Note: This was read to Patty. Answers were recorded by the Instructor. This test format totally Confused Patty.

DAILY BEHAVIOR OBSERVATION

NAME Patty Pastry

DATE:	REMARKS
2-21	Seems shy and unsure of herself. Needs work on measurement.
2-22	Showing more interest in tasks More interaction with coworkers.
2-23	Recall of Monday's tasks excellent. Working more on her own.
2-24	More instruction given on proper techniques for cutting fruits and vegetables.
2-25	Coworker relationships have greatly improved Patty had difficulty with the dressing recipe. She seemed frustrated - almost angry when instructor tried to help her with it.

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WHERE TO FROM HERE-

EDUCATIONAL PRESCRIPTION

SECTION 4

EDUCATIONAL PRESCRIPTION

Vocational assessment becomes meaningful at the point where the interpretation of the data gathered generates recommendations.

Recommendations suggesting that training for competitive employment is an unrealistic goal may be necessary. Such recommendations should be based on the individual's vocationally related strengths and weaknesses, local training requirements, and the local labor market. Although it is a difficult task for the assessor to find a balance between the possibility of job-duty modifications and accommodations and the reality of current opportunities for the handicapped in employment, accepting students into training when it is very doubtful that related employment will be found is not necessarily a kind act.

In very unclear cases, training might be made contingent on locating a supportive committed employer up front. Other recommendations might suggest interim services, such as work adjustment or intensive counseling, followed by re-assessment at a later date.

Assessment reports that do recommend training should be useful in a practical sense. They should outline special support services and training modifications that will enhance the student's chance for success.

The remainder of this section attempts to illustrate the process of moving from assessment data to recommendations. Patty Pastry's assessment report score sheet and shop exploration form are followed by a standardized Commercial Foods D.O.T. Profile Sheet for Dining Room Attendant, an example page from the Commercial Foods Task Matrix, a local Commercial Foods Shop Information Sheet, and Sample Task Analysis Sheets. In this example, Patty is being recommended for training. Formal recommendations are written, and an Admissions meeting is scheduled and held during which an Individual Educational Program is written.

(The Lead Sheet is used to help Patty understand the results of the assessment process. The summary sheet is no more than a note-taking tool.)

This section concludes with other examples of assessment recommendations.

SPECIAL PROGRAMS VOCATIONAL ASSESSMENT SUMMARY REPORT

NAME: Patty Pastry

LOCATION: Northern Ky St. Vocational Technical School

ASSESSMENT COORDINATOR: MARCIA ENGLEMAN

PROGRAMMING DATE: _____

PROGRAM: SPECIAL PROGRAMS:VOCATIONAL ASSESSMENT

PURPOSE: ASSESSMENT FOR SHOP PLACEMENT

PRIMARY ASSESSOR: Marcia Engleman

RECORDS RECEIVED:

A. Psychological Evaluation YES X NO___
B. Diagnostic General Medical Report YES X NO___
C. Special Programs Referral Application Form YES X NO___

TESTS ADMINISTERED:

X Tests of Adult Basic Education
___ Differential Aptitude Tests : Selected Sub Tests
X Brigance Diagnostic Inventory of Essential Skills : Selected Sub Tests
X Singer Company Measurement Pre-Test
X Social Prevocational Information Battery
___ Comprehensive Occupational Assessment Training System-Job Matching(COATS) Preference
___ Tests for Everyday Living : Selected Sub Tests
X Pennsylvania Bi-Manual Work Sample
X Valpar Upper Extremity Range of Motion
X O'Connor Tweezer Dexterity Test
___ Singer Work Samples 1. 2. 3.
X Shop Explorations 1. Commercial Foods 2. 3.

CHECK LISTS:

X Employability
X Basic Math
X Calendar
X Money
X Time
X Community Life Skills
X Personal Money Management

SCORES: - Adult Basic Education (grade equivalent score)

Level E
Vocabulary 2.7
Comprehension 3.4
TOTAL 3.1

Level E
Computation 2.0
Concepts & Problems 1.5
TOTAL 1.8

Level -
Mechanics/Expression _____
Spelling _____
TOTAL _____

Differential Aptitude Tests: Norm Group
Clerical Speed & Accuracy _____
Mechanical Reasoning _____
Space Relations _____

Pennsylvania Bi-Manual Work Sample Norms
Assembly %ile___Unselected___Disassembly
%ile___HighSchool___
%ile___Industrial___
able to complete task

O'Connor Tweezer Dexterity
%ile _____ Standard Norms
able to complete task

Valpar Upper Extremity Range of Motion
Assembly Dominant Hand Right Left
%ile _____San Diego Norms
Assembly Other Hand
%ile _____San Diego Norms
Performance %ile _____San Diego Norms
Disassembly %ile _____San Diego Norms
able to complete task

Social and Prevocational Information Battery/
Tests for Everyday Living
Possible Score/Score/Percentage Correct/
Percentage Correct-Specific Norm Group

Purchasing Habits _____
Banking _____
Budgeting _____
Job Related Behavior _____
Job Search Skills 15-36-39
Home Management 15-34-44
Health Care _____
Hygiene & Grooming _____
Functional Signs _____

Brigance Sight Words.
370/400 Recognition

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SPECIAL PROGRAMS SHOP EXPLORATION SUMMARY

STUDENT'S NAME: Patty Pastry

SHOP NAME: Commercial Foods

NAME OF INSTRUCTOR: Shettler/Mason

DATE OF EXPLORATION: 2-21-83 — 2-25-83

INSTRUCTIONS

Please rate the student below. Average, above average, and below average ratings should reflect the similarity-to-or-deviation-from your average new student. Please make comments when possible.

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	COMMENTS
Attendance		✓		never absent
Punctuality		✓		never late
Personal Appearance			✓	
Co-Worker Relationships		✓		Shy but usually pleasant
Motivation			✓	She wants to be here!
Acceptance Of Criticism	✓			
Use of Tools		✓		She may need extra practice.
Following Instructions	✓			She seems careless
Independence from Supervision	✓			Afraid to make mistakes
Safety Habits		✓		
Completing Tasks		✓		
Memory For Tasks	✓			Needed some reinstruction

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SPECIAL PROGRAMS SHOP EXPLORATION SUMMARY (Cont.)

Is training within this shop an appropriate goal?

Yes. Patty needs to understand that her reading and math levels will limit her.

Will the student require any adaptive equipment?

Perhaps a tape recorder and language master.

Will the student need assistance with any of the following: (Please circle Yes or No)

Reading Textbooks	(YES)	NO
Reading Modules	(YES)	NO
Reading Manuals Cookbooks	(YES)	NO
Studying for Tests	(YES)	NO
Taking Notes	(YES)	NO
Shop-Related Measurement	(YES)	NO
Tool Identification	(YES)	NO
Blueprint Reading	YES	(NO)

ADDITIONAL COMMENTS: Patty's motivation for training is high. I suggest that she receive help from the special vocational instructor within Commercial Foods.

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Shop Name Commercial Foods

D.O.T. Job Title Dining Room Attendant

D.O.T. Job Code 3 1 1 . 6 7 7 . 0 1 8

Data People Things 6 7 7

Physical Demands

M Lifting, Carrying, Pushing, and/or Pulling
___ Climbing/Balancing
X Stooping, Kneeling, Crouching, Crawling
X Reaching, Handling, Fingering, Feeling
X Talking, Hearing
___ Seeing

Working Conditions

___ Inside, Outside, Both
___ Extremes of Cold plus temperature changes
___ Extremes of Heat plus temperature changes
___ Wet and humid
___ Noise and vibration
___ Hazards
___ Fumes, Odors, Toxic Conditions, Dust, Poor Ventilation

General Educational Development

2 Reasoning
1 Mathematical
1 Language

Aptitudes

G Intelligence	4
V Verbal	4
N Numerical	4
S Spatial	4
P Form P	4
Q Clerical P	4
K Motor C	4
F Finger D	4
M Manual D	4
E Eye-Hand-Foot	4
C Color D	5

The Classification of Jobs According to Worker Trait Factors
Arranged and edited by Timothy F. Field and Janet E. Field, 1981

COMMERCIAL FOODS TASK MATRIX

TASKS	TEXT & MOD. REFERENCES	311.677-018 DINING ROOM ATTENDAN	318.687-010 KITCHEN HELPER	317.687-010 COOK HELPER	317.384-010 SALAD MAKER	311.137-022 WAITER/WAITRESS,HEAD	317.684-018 SANDWICH MAKER	319.474-010 FOUNTAIN SERVER	313.361-022 COOK, SHORT ORDER I	310.137-010 HOST, HOSTESS	313.381-026 PASTRY COOK	313.131-010 BAKER, HEAD BAKER CHE	313.381-030 COOK,SCHOOL CAFETERI	313.131-018 COOK, HEAD,SCHOOL CAFI	313.361-014 COOK, RESTAURANT	310.137-014 KITCHEN SUPERVISOR
I. INTRODUCTION																
1. Completing a unit in Orientation	F.S.C.2-23; W. 1-6, 15,19															
2. Completing a unit on becoming employable	F.S.C.38-43; Mod 1															
3. Completing a unit on opportunities in Commercial Foods	F.S.C.25-37; W.7-14; Mod 22															
4. Completing a unit on job skills, incl. applications, interviews, & resume	Mod 4,5, F.S.C. 311-326															
5. Utilizing safety procedures	F.S.C. 301-310, W.23,24															
6. Using telephone correctly	Mod 9															
II. DINING ROOM SERVICE																
7. Setting up dining room	F.S.C. 213,237-239															
8. Taking orders	F.S.C. 230-234, 247-256															
9. Serving food and beverages	F.S.C. 239-256; Mod 54															

COMMERCIAL FOODS TASK MATRIX (CONTINUED)

TASKS	TEXT & MOD. REFERENCES	311.677-018 DINING ROOM ATTENDANT	318.687-010 KITCHEN HELPER	317.687-010 COOK HELPER	317.384-010 SALAD MAKER	311.137-022 WAITER/WAITRESS, HEAD	317.684-018 SANDWICH MAKER	319.474-010 FOUNTAIN SERVER	313.361-022 COOK, SHORT ORDER I	310.137-010 HOST, HOSTESS	313.381-026 PASTRY COOK	313.131-010 BAKER,HEAD,BAKER CHEF	313.381-030 COOK,SCHOOL CAFETERIA	313.131-018 COOK,HEAD,SCHOOL CAFE	313.361-014 COOK, RESTAURANT	310.137-014 KITCHEN SUPERVISOR
II. DINING ROOM SERVICE - Continued																
10. Bussing Tables	F.S.C. 230-234, 239-255															
11. Supervising dining room	F.S.C. 210-228, 230-256															
12. Operating cash register	F.S.C. 234-237															
III. MAINTENANCE																
13. Cleaning & sanitizing kitchen	F.S.C. 287-289; W.20-23; Mod 6															
14. Operating & caring for kitchen equipment	Mod 40, 42-44															
15. Washing pots	Mod 7															
16. Operating dish machine	F.S.C. 289-297; Mod 7															
17. Cleaning & caring of floors, windows, counters & tables	Mod 6															

LOCAL SHOP INFORMATION SHEET

Commercial Foods SHOP INFORMATION SHEET

1. PRACTICAL WORK ACCOUNTS FOR 75 % OF GRADE.

2. ATTITUDE AND SAFETY INCLUDED IN PRACTICAL GRADE?
(YES) NO

3. WRITTEN TESTS AND ASSIGNMENTS ACCOUNT FOR 25 % OF GRADE.

4. DESCRIBE READING AND WRITTEN ASSIGNMENTS.
Reading textbooks, related modules, cookbooks, recipes and menus. Students write restaurant orders and participate in taking inventory, ordering food, and receiving shipments

5. DESCRIBE TESTS (HOW OFTEN, WHAT KIND, ANY QUIZZES, ARE TESTS TIMED, ARE TESTS BASED ON LECTURES AND BOOKS).
There is a written test on each unit or chapter in the textbook. There is also a written test on each related module. No timed tests. There is a review before each test.

6. MEASUREMENT SKILLS NEEDED.
Weighing and measuring liquid and solid ingredients.

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7. SUGGESTED MATH LEVEL.
Varies according to specific DOT codes. Restaurant management codes require a high level of math competency while some helper codes require very minimal skill. Some DOT codes require change making skills.

8. SUGGESTED READING LEVEL.
Varies according to specific DOT codes. Non-readers will be limited in all but helper type codes.

9. DESCRIBE CLASS OPERATIONS (FOR EXAMPLE, WHO DOES WHAT IN TWO INSTRUCTOR SHOPS; BOOK WORK ON CERTAIN DAYS OR AT CERTAIN TIMES?)
Students rotate between bookwork and lab work. A special vocational instructor is available for students identified as needing special help.

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TASK ANALYSIS SHEET

SETTING UP DINING ROOM

(TASK # 7)

TEACHING TECHNIQUE: DEMONSTRATION

TIME: 1 PERSON-45 MINUTES
2 PEOPLE-30 MINUTES

SEQUENTIAL TASKS	RELATED EQUIPMENT
A.) WASH TABLE CLOTHES	BUCKET, SOAP, CLEAN CLOTH
B.) DRY TABLE CLOTHES	CLEAN CLOTH
C.) SET UP PLACE SETTINGS	UTENSILS, PLACEMATS, NAPKINS, COFFEE CUPS
D.) SET UP TABLES	CREAMERS, SALT & PEPPER SHAKERS, SUGAR, ASHTRAYS, BUTTER AND BUTTER TRAYS

ESSENTIAL RELATED KNOWLEDGE

1. HOT WATER AND SOAP MUST BE USED TO KILL GERMS.
2. SILVERWARE SHOULD BE TOUCHED ONLY AT THE BASE.
3. DROPPED SILVERWARE SHOULD BE REWASHED BEFORE USING, DIRTY SILVERWARE SHOULD NOT BE USED.
4. CUPS SHOULD BE PICKED UP BY THE BASE; NOT BY THE LIP.
5. WASH HANDS BEFORE STARTING WORK,
   AFTER VISITING RESTROOM,
   COUGHING OR SNEEZING,
   BLOWING NOSE,
   SMOKING.
   (SEE HANDOUT)

TASK ANALYSIS SHEET

SERVING FOODS AND BEVERAGES

(TASK #9)

TEACHING TECHNIQUE: DEMONSTRATION
MODULE # 54

TIME: 1 SERVING @ MINUTE

FOODS (A)

SEQUENTIAL TASKS	RELATED EQUIPMENT
A.) PLUG IN AND TURN ON STEAMLINE	
B.) GET NEEDED UTENSILS	LADDLE, KITCHEN SPOONS(WHOLE, PERFORATED), TONGS, SCOOP, SPATULA,
C.) SET UP "STEAMLINE SERVING DISHES"	PLATES, SAUCERS, MONKEY DISHES, PLATTERS, BOWLS, UNDERLINERS,
D.) READ INCOMING ORDERS	
E.) FILL ORDERS USING PORTION CONTROL TECHNIQUE.	AS ABOVE

BEVERAGES (B)

SEE TASKS 18 & 19 (CROSS REFERENCED)

ESSENTIAL RELATED KNOWLEDGE

1. WASH HANDS (SEE HANDOUT).
2. STEAMLINE TEMPERATURE SETTING IS 150'F. TELL IMMEDIATE SUPERVISOR IF STEAMLINE IS NOT HOT ENOUGH.
3. NEVER PLUG IN STEAMLINE WITH WET HANDS.
4. RECOGNIZE NAMES OF ALL RELATED EQUIPMENT IN WRITTEN FORM.
5. PORTION CONTROL MEANS "EACH CUSTOMER GETS SAME EQUAL AMOUNTS".
6. IDENTIFY ALL RELATED EQUIPMENT: "WHAT IS THIS CALLED"?...

RECOMMENDATIONS

Student's Name: Patty Pastry

Student was recommended for training within a program of major interest?

(Yes) No

1. Commercial Foods training through N.K.S.V.T.S.

   A. Assignment to the N.K.S.V.T.S. Special Vocational Commercial Foods Instructor. An Individual Educational Program should be developed. The student should be encouraged to complete as many D.O.T. Codes as her motivation, potential, and academic achievement allows.

   B. The student needs to be encouraged to make decisions and become adequately independent from supervision.

   C. Testing should be done only on practical application of skills.

2. Social skills Class Teacher should make a determination of need for individual counseling through Special Programs. Social Skills class should encourage the student in her attempts to define herself as an adult and stress adult responsibilities--including decision making. Attention should also be given to helping Pattie accept supervision and constructive criticism.

3. Pre-vocational classes should be provided prior-to-or-concurrently-with the Commercial Foods training.

   Pre-Vocational Classes

Academics	(Yes)	~~No~~	- To include Commercial Foods Related Voc.
Basic Skills	(Yes)	~~No~~	- Stressing liquid and volume measurement
Life Skills	(Yes)	~~No~~	-
Social Skills	(Yes)	~~No~~	
Employability Skills	(Yes)	~~No~~	- Incorporated near the end of training
Individual Counseling	~~Yes~~	(No)	- See No. 2

4. The Vocational Assessor should coordinate efforts by the Bureau of Rehabilitation Services Counselor and the Commercial Foods Special Vocational Instructor to monitor progress through training.

5. The need for transitional employment and/or a job trainer should be considered a possibility.

Dear Mr. & Mrs. Pastry:

Special Programs is now in the process of scheduling program evaluations and review of placement conference. Both parents and students are strongly encouraged to attend.

A conference for Patty has been scheduled on March 2, 1983 at 10:30 a.m.. If you are unable to attend or if the above time is inconvenient, please feel free to contact us at 292-2700.

Thank you.

Special Vocational Staff

cc BRS Counselor
Student
Special Programs Coordinator
School Counselor

INDIVIDUAL EDUCATION PROGRESS TOTAL SERVICE PLAN
Pre-Vocational Classes

STUDENT'S NAME PATTY PASTRY

SCHOOL N.K.S.V.T.S.

DATE OF PROGRAM ENTRY Feb. 21, 1983-Assessment

PRIORITIZED LONG-TERM GOALS:

1. Pre-Vocational Classes through N.K.S.V.T.S. Special Programs

2.

SUMMARY OF PRESENT LEVELS OF PERFORMANCES:

Tests of Adult Basic Education-Feb.83

		(Grade equivalents)
Level E - Reading Vocab.	2.7	
Comprehension	3.4	
TOTAL	3.1	
Level E - Math Comput.	2.0	
Concepts & Prob.	1.5	
TOTAL	1.8	

See attached checklists

Short Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	% of time	Beginning & Ending Date	Review Date
Student will attend basic skills, life skills, social skills, employability skills and academic classes to increase competencies. See attached checklists.	N.K.S.V.T.S. Special Programs Employability MWF 12:15-1:00 Social Skills TUE.12:15-1:00 Basic Skills MWF 1:00-2:00 Academics MTWTF2:15-3:15 Life Skills THUR. 12:15-1:00	Counts Cornell Moore Shea Engleman	100% until April 11, 1983.	March 21, 1983 Classes last approx. 10 weeks.	Nov.'83

% of Time in Regular Classroom

See training section of IEP

Placement Recommendation

Special Programs Pre-Vocational Classes concurrent with half-day Commercial Foods training.

Committee Members Present Patty Pastry

Mr. & Mrs. Pastry / Special Vocational Staff

Commercial Foods Teacher

Vocational School Counselor / Rehab Counselor

Dates of Meeting March 2, 1983

INDIVIDUAL EDUCATION PROGRESS TOTAL SERVICE PLAN

TRAINING PLAN

STUDENT'S NAME PATTY PASTRY

SCHOOL No. Ky. State Vo-Tech School

DATE OF PROGRAM ENTRY 4-11-83 (½ day)
5-30-83 (full day)

PRIORITIZED LONG-TERM GOALS:

1. Complete the training in the Commercial Foods Program designed for: Dining Room Attendant

2. 311.677-018

SUMMARY OF PRESENT LEVELS OF PERFORMANCES:

Reading-Tests of Adult Basic Education 1-17-83

Level E	Vocabulary	2.7 (Grade equivalent)
	Comprehension	3.4 " "
	TOTAL	3.1 " "

Mathematics-Tests of Adult Basic Education

Level E	Computation	2.0
	Concepts & Prob.	1.5
	TOTAL	1.8

See Attached Shop Exploration Evaluation

Short Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	% of time	Beginning & Ending Date	Review Date
1.a) Student will complete the 14 tasks in the NKSVTS Comm. Foods Pro necessary to become a dining room attendant.	Modified Program in Commercial Foods	Mason Shettler	93%	April 11, 1983	Nov.'83
1.b) Student will be graded only on the tasks that are specified in the D.O.T. Task List for dining room attendant. (See attached tasks)		Mason	7%	November, 1983	

% of time in Regular Classroom

93% within Comm. Foods Training

Placement Recommendation

Modified program in commercial foods.
Half day programming until Aug., '83

Committee Members Present Patty Pastry

Mr. & Mrs. Pastry , Special Vocational Staff

Commercial Foods Teacher

Vocational School Counselor / Rehab Counselor

Dates of Meeting March 2, 1983

ASSESSMENT SUMMARY LEAD SHEET

STRENGTHS

Interest
Motivation
Grooming/hygiene
Attendance/punctuality
Past Related Experience
Sight Word Vocabulary
The Ability to Learn Through Observation (of demonstrations)and practice.

NON-STRENGTHS

Overall Reading and Math Skills
Reaction to Criticism
Accepting Personal Limitations and Trying Again, When Necessary

RECOMMENDATIONS

Commercial Foods Training

- Modified Program
- Extra Assistance Provided by a Special Vocational Instructor

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REVIEW OF PLACEMENT COMMITTEE MEETING

STUDENT'S NAME: Patty Pastry

CURRENT DATE: March 2, 1983

CURRENT VOCATIONAL PLACEMENT: Vocational Assessment

SUMMARY OF MEETING/RECOMMENDATIONS: Patty will begin pre-vocational classes in March and part-time Commercial Foods training in April 1983 (See IEP). Rehab will pay for tuition. A review meeting will be held in November unless a need for an earlier review appears.

Patty indicated that she would like to attend the Learning Center after completing Special Programs pre-vocational classes.

Full time Commercial Foods training to begin in Aug.

NEXT SCHEDULED REVIEW/EVALUATION DATE: November 1983

WAS A REPORT ON THE INDIVIDUAL EDUCATIONAL PROGRAM GIVEN? (YES) NO
Vocational Assessment

WAS A REVISED INDIVIDUAL EDUCATIONAL PROGRAM DEVELOPED? (YES) NO

COMMITTEE MEMBERS PRESENT:

Patty Pastry	Mr. Mrs Pastry	Vocational Assessor
Rehab Counselor	Voc School Counselor	Special Voc Instructor
Commercial Foods Instructor	Special Programs Coordinator	School Principal

REVISED: 04/84
jcm

BEST COPY AVAILABLE

RECOMMENDATIONS

Student was recommended for programming in a shop of major interest?
(Yes) No

A. Nurse Aide training through N.K.S.V.T.S. extension class. Individual Educational Program development and progress monitoring through N.K.S.V.T.S. Special Programs.

_____ _____should be encouraged to repeat instructions before beginning assigned tasks to assure "understanding."

_____ _____should tape record any instructional information given in "lecture" format.

_____ _____should be required to develop a spelling word proficiency list consisting of words he/she will most often be required to spell when charting.

_____ _____should concentrate on developing the recognition of written "related" terminology.

_____ Tests should be given orally.

B. _____will be requested to work with a N.K.S.V.T.S. Special Vocational Instructor prior to training in order to review temperature taking, blood pressures, etc. _____ will also spend time strengthening his/her already functional time and calendar skills.

C. Visual evaluation.

Note: Already in process.

D. _____ should be encouraged to start attending the N.K.S.V.T.S. night Learning Center for academic development. Progress should be carefully monitored to prevent frustration. Any academic skill upgrade will be beneficial to employability as well as independent living. It seems doubtful, however, that _____, considering his/her specific learning disability, will be able to obtain the achievement levels necessary for L.P.N. training at N.K.S.V.T.S.

E. Feedback information from _____ as well as his/her training instructors should be gathered before the end of training to determine the following:

1. The need for employability skills programming prior to placement.
2. Satisfaction with a nurse's aide job as terminal employment objective.
3. A superior performance, indicating the need for a higher level employment objective.

RECOMMENDATIONS

Student was recommended for training within a shop of major expressed interest? (Yes) No

A. Data Processing training through N.K.S.V.T.S.

1. Non-modified programming; regular testing procedures.

2. Attendance and punctuality should be carefully monitored due to _____ history of quitting. The option of part-time programming, if stress/anxiety increase to unmanageable levels, should remain an option.

3. Data Processing instructors should monitor and encourage appropriate interactions with co-workers and supervisors.

B. The Special Programs Counselor should maintain contact with _____ to insure non-interruption of supportive counseling and to determine the appropriate N.K.S.V.T.S. counseling services that should be provided when _____ and _____complete psychotherapy sessions.

C. Audiological evaluation.

D. Employability skills class through Special Programs during the second semester of Data Processing training.

RECOMMENDATIONS

Student was recommended for training within a shop of major interest.
Yes (No)

1. Janitorial Training through N.K.S.V.T.S. Special Programs

A. The importance of attendance and punctuality should be stressed and carefully monitored by Janitorial Instructor.

B. _____should be encouraged to demonstrate initiative, speed, and thoroughness in carrying out all tasks. He/she should be encouraged to develop self-awareness related to the impression his/her generally lethargic mannerisms make on others.

2. Further assessment for the ability to complete maintenance training. Should be completed by the Janitorial Instructor as janitorial training progresses.

3. Visual evaluation.

NOTE: Pre-Vocational classes and individual counseling should be scheduled concurrently with janitorial training.

RECOMMENDATIONS

Student was recommended for placement in a shop of major interest?
(Yes) No

1. Cosmetology Training through N.K.S.V.T.S.

   A. Non-modified program with monitoring of process through Special Programs - including development of an Individual Educational Program.

   B. Training is contingent on completion of G.E.D. It is recommended that _____ continue working with _____ towards this goal. (_____'s name will be placed on the Cosmetology waiting list as of _____. Priority transfer placement from Special Programs will be given. If _____ has not completed his/her G.E.D. when he/she is called to fill an opening, his/her name will remain on the list for the next opening.)

2. Continuation of involvement with Narcotics Anonymous.

3. Attendance once a week (Thursdays, 12:15 - 1:00 p.m.) in a social skills group; group emphasis will be supporting individuals with a past history of substance abuse as they enter and maintain themselves in the N.K.S.V.T.S. setting. _____'s attendance is requested beginning _____.

4. Non-completion of G.E.D. will indicate the need for alternative training considerations.

RECOMMENDATIONS

Student was recommended in a shop of major interest? (Yes) No

1. Training in the Auto Mechanics shop at N.K.S.V.T.S.

   A. Development of an Individual Educational Program indicating a non-modified program. Progress should be monitored through Special Programs. Training should be modified as needed.

   B. Attendance in the night Auto Mechanics Preparation Program while awaiting placement in day Auto Mechanics.

   C. Academic remediation, provided through the Auto Mechanics Preparation Program or the N.K.S.V.T.S. Learning Center. Learning Center attendance should continue throughout day Auto Mechanics training.

2. Individual vocational counseling should be provided on a regular basis prior to placement in day Auto Mechanics. Such counseling should be provided through Special Programs to monitor vocational interest changes and any need for more intensive counseling. _____ tends to have dramatic shifts in job interest and he/she should be encouraged to explore alternate shops, if he/she so desires. _____ also seems to be struggling to accept his/her physical limitations; _____ initial expressed interest in masonry was discouraged by the assessor due to the climbing and balancing involved. _____, additionally, seems depressed. The nature and extent of this depression needs to be pinpointed in order to determine if more intensive counseling is needed.

NOTE: Although _____ could profit from pre-vocational life skills class, it was not recommended due to conflict with his current working hours.

RECOMMENDATIONS

Student was recommended for placement within a shop of major interest?
Yes (No)

1. Extended Special Programs Housekeeping Shop exploration for approximately ten weeks, to run concurrently with recommended pre-vocational classes. This extended exploration is recommended in order to allow the housekeeping instructor, per her request, a time frame permitting a more thorough assessment of _____ 's abilities.

2. Lifting restrictions should be investigated. A current diagnostic medical evaluation report is requested.

3. Social Skills class should focus on developing positive work attitudes and appropriate social interaction skills. The development of such attitudes and social skills are critical to employment for _____. Personal responsibility for behavior as well as developing decision making skills should also receive attention.

4. _____should be referred for sheltered employment if he/she does not receive a recommendation for training in the N.K.S.V.T.S. Special Programs Housekeeping Shop.

NOTE: _____'s major training interest is Commercial Foods. A commercial foods exploration was not done due to the assessor's opinion that _____needs a more structured environment in which to develop attitudes and acceptable behavior. Upon recommendation for training, an I.E.P. will be developed and progress will be monitored.

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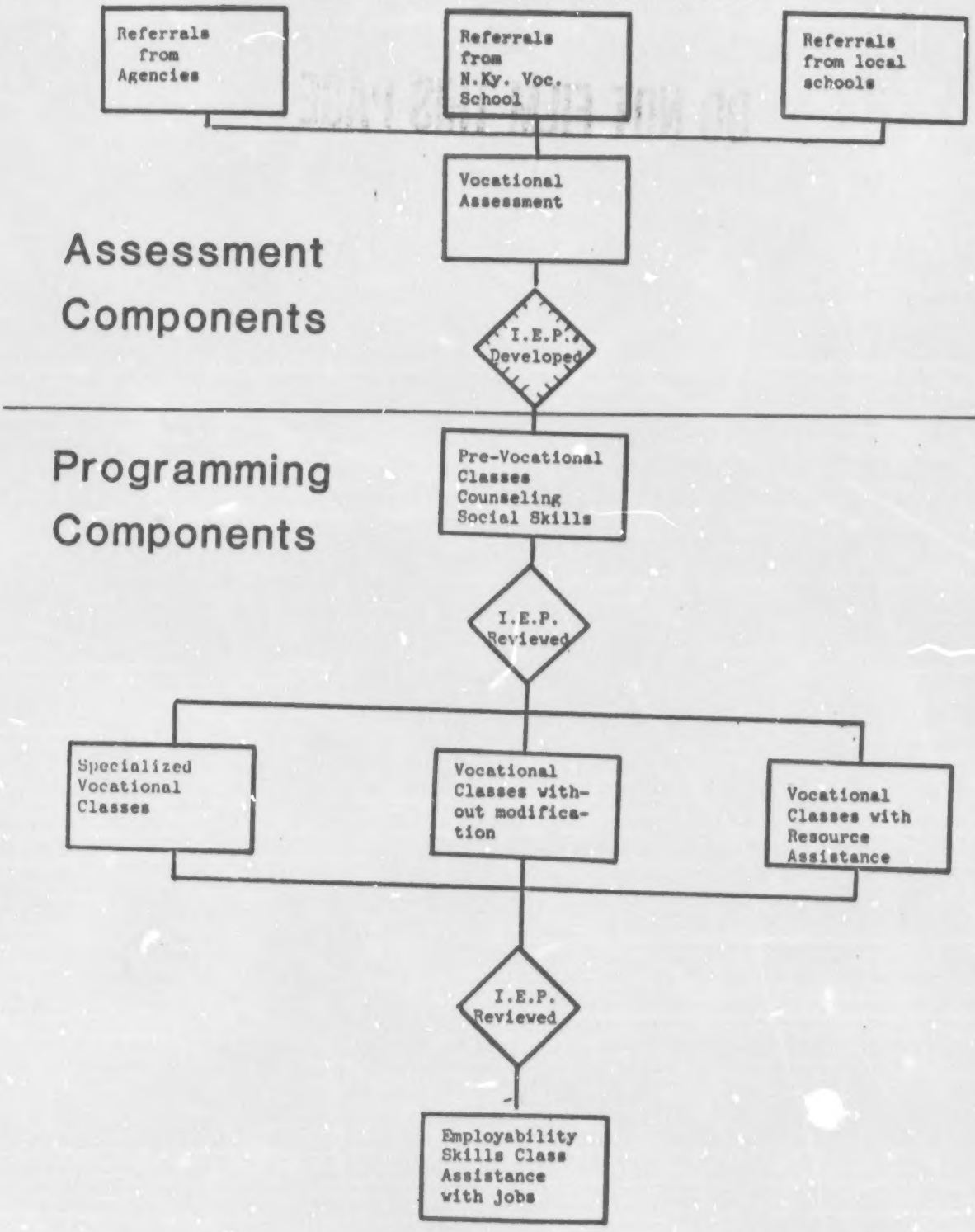
APPENDIX

SPECIAL VOCATIONAL PROGRAMS
NORTHERN KENTUCKY STATE VOCATIONAL TECHNICAL SCHOOL



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NORTHERN KENTUCKY STATE VOCATIONAL TECHNICAL SCHOOL

SPECIAL PROGRAMS REFERRAL APPLICATION

NAME _____
Last First Middle

ADDRESS _____

_____

TELEPHONE NO. _____

DATE OF BIRTH _____

SOCIAL SECURITY NUMBER _____

MOTHER'S NAME/OCCUPATION _____

FATHER'S NAME/OCCUPATION _____

PARENTS ADDRESS/TELEPHONE NUMBER _____

_____

BROTHERS AND SISTERS (Use reverse side if necessary)

Name Age Occupation Living at home Y/N

_____

_____

_____

SPOUSE'S NAME _____

IS SPOUSE WORKING YES or NO

NUMBER AND AGES OF ANY CHILDREN _____

_____

_____

REFERRALS HANDICAPPING CONDITION(S) _____

_____

_____

_____

IS REFERRAL ON ANY MEDICATION (list) _____

_____

_____

EDUCATIONAL HISTORY (Include any special educational programming received)

_____

_____

_____

_____

_____

_____

WORK HISTORY (Include volunteer work and/or sheltered employment with place, date, and reason for leaving. Use reverse side, if necessary).

NAME OF COMPANY_____

TYPE OF WORK DONE_____

DATE STARTED_____ DATE ENDED_____

REASON FOR LEAVING _____

_____

NAME OF COMPANY_____

TYPE OF WORK DONE_____

DATE STARTED_____ DATE ENDED_____

REASON FOR LEAVING_____

_____

NAME OF COMPANY_____

TYPE OF WORK DONE_____

DATE STARTED_____ DATE ENDED_____

REASON FOR LEAVING_____

_____

STATED VOCATIONAL INTEREST_____

_____

_____

LIST ANY OTHER SPECIAL SERVICES RECEIVED (To include Rehabilitation and/or Work Evaluation)_____

_____

_____

_____

DOES REFERRAL HAVE ANY CURRENT INCOME?_____

WILL VOCATIONAL TRAINING FOR 1 or 2 YEARS BE PROHIBITED FINANCIALLY?

_____

_____

LIST ANY PERTINENT BACKGROUND INFORMATION_____

_____

_____

_____

_____

_____

HAS REFERRAL HAD ANY INVOLVEMENT WITH THE COURT SYSTEM? YES NO

UNDER WHAT CIRCUMSTANCES? OUTCOME? _____

_____

_____

_____

_____

PURPOSE OF REFERRAL (What information do you expect from this assessment?)

_____

_____

_____

_____

_____

_____

NAME OF PERSON OR AGENCY MAKING REFERAL_____

_____

ADDRESS _____

_____

TELEPHONE NO._____

CURRENT DATE_____

APPLICANT'S SIGNATURE_____

SIGNATURE OF PERSON FILING OUT FORM
(When applicable)

_____

RELATIONSHIP OF REFERRAL

_____

PERMISSION TO RELEASE INFORMATION FORM

To whom it may concern:

I give permission to have my school records released to the Special Vocational Programs Department at Northern Kentucky State Vocational-Technical School. I am aware that those school records contain psychological and medical information.

_____
Student's signature

_____
Parents signature

REFERRAL LETTER

Dear

This letter is to inform you of our policies and procedures for acceptance into the Special Programs Department at Northern Kentucky State Vocational-Technical School.

Enclosed you will find a brochure explaining Special Programs. In addition, there is a release of information form that must be signed and returned to us so we may request previous school records, psychological tests, medical information, etc. The Referral Application must also be filled out. You can return this information to us in the stamped self-addressed envelope included.

Students begin Special Programs by participating in vocational assessment. In order to place a student on the waiting list, we require a recent (not more than one year old) medical examination and psychological evaluation. We would like to suggest that if the student is not a client of Kentucky Rehabilitation Services, that he or she contact _____

_____.

That office telephone number is _____. If the student qualifies for Rehabilitation Services, Rehab may pay for the medical and psychological testing and offer a number of other services very beneficial to the student. An initial meeting with the Rehab counselor will clear up any questions you may have about Rehabilitation Services.

If you have any questions, please call 292-2700.

Sincerely,

Special Programs Staff
N. Ky. State Vo-Tech School

GROUP SESSION SCHEDULING LETTER

Dear

All individuals referred for vocational assessment are being asked to attend an orientation group session. Only those individuals who attend will be assigned a specific starting date. Please choose one of the dates below to attend:

The Meetings will be held _____

_____

Very sincerely,

Special Programs Vocational
Assessment Coordinator

ASSESSMENT SCHEDULING LETTER

Dear _____:

You have been scheduled for vocational assessment through Northern Kentucky State Vocational-Technical School Special Programs at the following time:

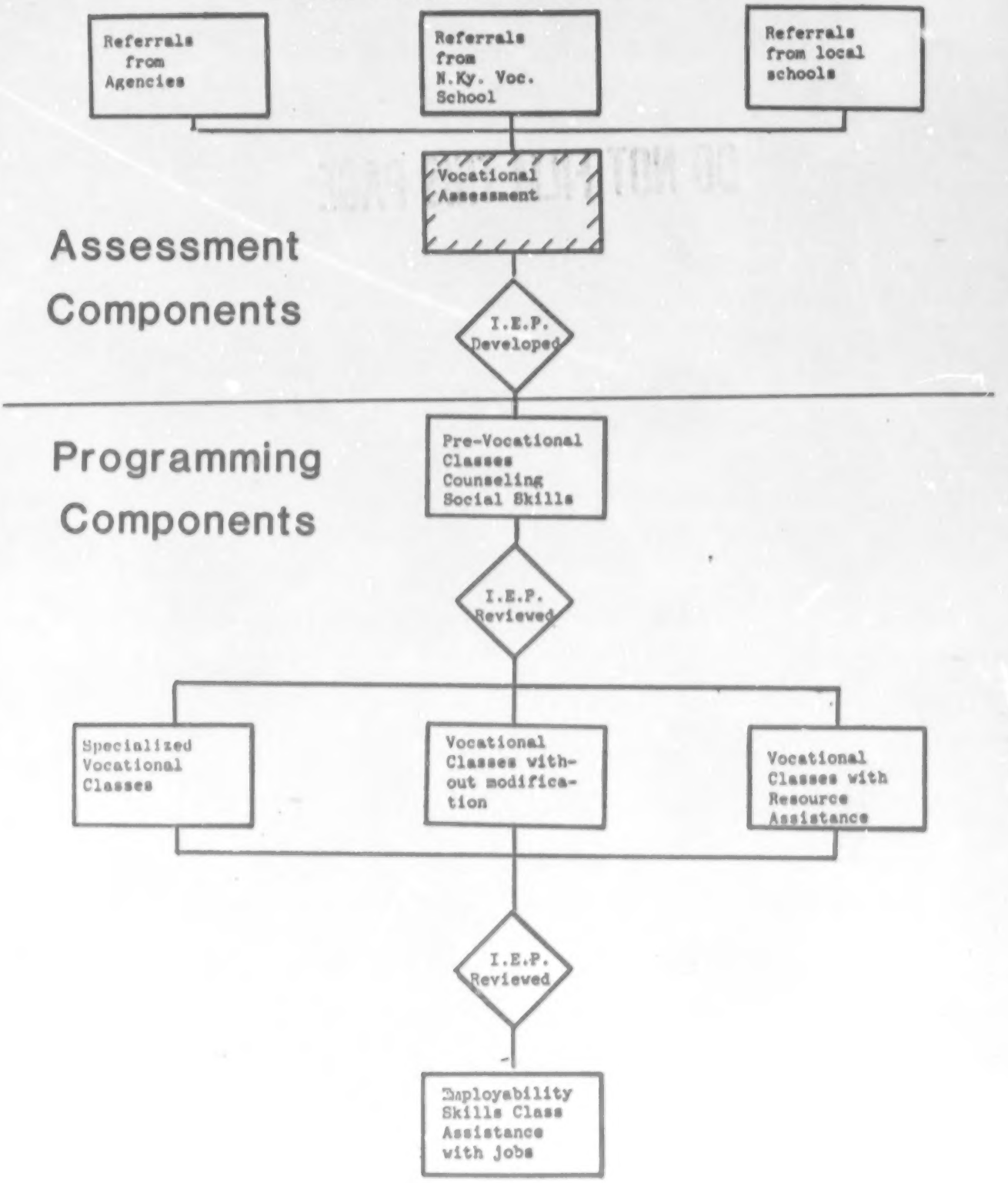
Please remember to contact your Bureau for Rehabilitation Counselor with your start date. If Rehab will not be paying your tuition, the tuition and registration fee will be due on your starting date (An insurance fee must also be paid before you begin any shop emplorations. Rehab cannot pay for this.).

The Special Programs Staff is looking forward to working with you. Please remember that regular attendance and punctuality are important.

Very sincerely,

Special Programs
Vocational Assessment
Coordinator

SPECIAL VOCATIONAL PROGRAMS
NORTHERN KENTUCKY STATE VOCATIONAL TECHNICAL SCHOOL



ASSESSMENT ENTRY INTERVIEW

Name: _____

Date: _____

Assessor: _____

Stated Vocational Interests:

Clarification of any "Records Received" Information:

Abbreviated Social History Summary:

Financial Information:

Transportation Information:

Initial Impressions:

NAME:_____

DATE:_____

TIME SKILLS SCREENING SHEET

1. HOW MANY SECONDS ARE IN A MINUTE?_____
2. HOW MANY MINUTES ARE IN AN HOUR?_____
3. HOW MANY HOURS ARE IN A DAY?_____
4. WHAT DOES A.M. MEAN?_____
5. WHAT DOES P.M. MEAN?_____
6. CAN TELL TIME TO THE HOUR_____ HALF HOUR_____ QUARTER HOUR_____.
7. CAN TELL TIME BY 5 MINUTE INTERVALS?_____
8. CAN TELL TIME TO THE MINUTE_____
9. WRITE THE FOLLOWING TIMES: SIX FORTY-FIVE_____ SEVEN FIFTEEN_____ TWENTY AFTER FOU_____ QUARTER TILL THREE_____ SEVEN AFTER SEVEN_____ FIVE TILL NINE_____ TWO BEFORE TEN_____ HALF PAST SIX_____ QUARTER PAST TWO_____ MIDNIGHT_____ NOON_____
10. IF YOU BEGIN WORK AT 8:00 A.M., WORK UNTIL 4:00 P.M. AND TAKE AN HOUR FOR LUNCH, HOW MANY HOURS HAVE YOU WORKED?_____
11. IF YOU BEGIN WORK AT 7:47 A.M. AND WORK FOR FOUR HOURS WHAT TIME WILL YOU FINISH?_____
12. IF YOU HAVE COMPLETED A JOB ASSIGNMENT AT 12:15 AND IT TOOK YOU THIRTY MINUTES, WHAT TIME DID YOU START?_____

TIME SKILLS CHECKLIST

I. Identification				
1) Can identify a clock				
2) Knows the function of a clock				
3) Can place numbers 1-12 on the clock				
4) Can identify the second hand				
5) Knows the function of the second hand				
6) Can identify the minute hand				
7) Knows the function of the minute hand				
8) Can identify the hour hand				
9) Knows the function of the hour hand				
10) Recognizes written numbers 1 to 60				
11) Can count by 5's to 60				
12) Recognizes that hands always move clockwise				
13) Recognizes that when the minute hand is straight up, it is 0'clock				
14) Can name 3 types of time pieces				
15) Can explain use for these time pieces				

Developed by:
Linda Cornell
Special Vocational Teacher

II. Tells Time				
1) Tells time to the hour				
2) Tells time to the half hour				
3) Tells time to the quarter hour: 15 30 45				
4) Tells time by 5 minute intervals				
5) Tells time to the minute				
6) Tells time when some numbers are missing				
7) Tells time when all the numbers are missing				
III. Writes Time				
1) Writes time to the hour				
2) Writes time to the half hour				
3) Writes time to the quarter hour: 15 30 45				
4) Writes time by 5 minute intervals				
5) Writes time to the minute				
IV. Reads Time				
1) Can read written time to the hour				
2) Can read written time to the half hour				
3) Can read written time to the quarter hour: 15 30 45				
4) Can read written time in 5 minute intervals				
5) Can read written time to the minute				

V. Time Expressions & Symbols					
1) Can explain the meaning of these expressions & symbols:					
till before quarter till O'clock A.M. P.M. noon : two 07 two 53					
2) Using a clock can employ them in an appropriate manner:					
till before after quarter till A.M. P.M. noon two 07 two 53					
VI. Computes Time					
1) Can add time					
2) Can substract time					

NAME:_____

DATE:_____

MONEY SKILLS SCREENING SHEET

1. WHAT IS THE VALUE OF: A PENNY_____ A NICKLE _____

   A DIME _____ A QUARTER _____ A HALF-DOLLAR _____

   A DOLLAR_____

2. WRITE THE FOLLOWING AMOUNTS:

   FIVE CENTS _____ SEVENTEEN CENTS _____

   ONE DOLLAR AND TWO CENTS _____ ONE HUNDRED TWENTY SEVEN

   DOLLARS _____ SEVENTEEN DOLLARS AND SEVENTEEN CENTS _____

   ONE THOUSAND TWENTY SIX DOLLARS _____.

3. CAN MAKE CHANGE FOR A QUARTER _____ HALF-DOLLAR _____ DOLLAR _____

   TEN DOLLAR BILL _____.

4. CAN COUNT ASSORTED COINS TO A GIVEN AMOUNT: YES _____ NO _____.

5. CAN COUNT ASSORTED COINS AND CURRENCY TO A GIVEN AMOUNT: YES_____ NO _____.

6. PLACE THE DOLLAR SIGN ($) AND DECIMAL POINT (.) WHERE IT BELONGS

   USING THESE AMOUNTS: 10 213 89 41800 03

   655001 7008 09 67890034

7. IF YOU PURCHASE A MEAL FOR $2.87 AND GAVE THE CASHIER $5.00, HOW MUCH CHANGE WOULD YOU GET BACK? _____

8. IF YOU PURCHASE AN ALBUM FOR $5.97 AND GAVE THE CASHIER $6.02

   HOW MUCH CHANGE WOULD YOU GET BACK?_____

9. IF YOU PURCHASE A COKE FOR 20¢ AND A BAG OF POTATO CHIPS FOR 25¢

   HOW MUCH CHANGE WOULD YOU GET FROM $20.00? _____

MONEY SKILLS CHECK LIST

I. Identifies Coins				
1) Matches similar coins				
2) Finds designated coins in a group				
3) Knows penny				
4) Knows nickel				
5) Knows dime				
6) Knows quarter				
7) Knows half dollar				
II. Identifies Currency				
1) Matches similar currenty				
2) Finds designated currency in a group				
3) Knows $1.00 bill				
4) Knows $5.00 bill				
5) Knows $10.00 bill				
6) Knows $20.00 bill				
7) Knows $50.00 bill				
8) Knows $100.00 bill				
III. Counts Money				
1) Count pennies by 1 to 100				
2) Count nickes by 5 to 100				
3) Count dimes by 10 to 100				
4) Count quarters by 25 to 100				

5) Count half dollars by 50 to 100				
6) Count assorted coins to a given amount				
7) Count dollars by one				
8) Count by $5.00 bills to 100				
9) Count by $10.00 bills to 100				
10) Count by $20.00 bills to 100				
11) Count by $50.00 bills to 100				
12) Count by $100.00 bills to 500				
13) Count assorted currency to a given amount				
14) Can exchange 1 nickel for 5 pennies				
15) Can exchange 2 nickels for a dime or 10 pennies				
16) Can make change for a quarter				
17) Can make change for 50¢				
18) Can make change for $1.00				
19) Can exchange $5.00 bill for 5 ones				
20) Can exchange $10.00 bill for 10 ones or 2 fives				
21) Can make change for a $20.00 bill				
22) Can make change for a $50.00 bill				
23) Can make change for a $100.00 bill				
24) Counts combination of coins and currency				
IV. States Value				
1) Can state value of penny				

Can state value of nickel				
Can state value of dime				
Can state value of quarter				
Can state value of half dollar				
2) Can state value of $1.00				
Can state value of $2.00				
Can state value of $5.00				
Can state value of $10.00				
Can state value of $20.00				
Can state value of $50.00				
Can state value of $100.00				
3) Know money symbols and placement: ¢				
Know money symbols and placement: $				
Know money symbols and placement: .				
V. Write Money Amounts				
1) 1¢				
2) 5¢				
3) 10¢				
4) 25¢				
5) 50¢				
6) 75¢				
7) $1.00				
8) Uneven amounts (57¢)				
9) $2.00				
10) $5.00				

NAME: _____

DATE: _____

CALENDAR SKILLS SCREENING SHEET

1. WRITE THE DAYS OF THE WEEK IN ORDER.

   _____ _____ _____

   _____ _____ _____

   _____

2. WRITE THE MONTHS OF THE YEAR IN ORDER.

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

3. WHAT IS THE AVERAGE NUMBER OF DAYS IN A MONTH? _____

4. WHAT IS THE NUMBER OF DAYS IN A YEAR? _____

5. WHAT IS THE AVERAGE NUMBER OF WEEKS IN A MONTH? _____

6. WHAT IS THE NUMBER OF WEEKS IN A YEAR? _____

7. WRITE THE MONTH THESE HOLIDAYS ARE LOCATED IN.

   CHRISTMAS _____ THANKSGIVING _____

   LABOR DAY _____ MEMORIAL DAY _____

   INDEPENDENCE DAY _____

8. WRITE TODAY'S DATE IN LONG FORM _____

9. WRITE TODAY'S DATE IN SHORT OR ABBREVIATED FORM _____

10. WHAT WILL THE DATE BE A WEEK FROM TOMORROW? _____

11. WHAT WAS THE DATE A WEEK AGO TODAY? _____

12. WRITE THE NAMES OF THE SEASONS. _____

CALENDAR SKILL CHECK LIST

1) Name days of week in sequence.				
2) Name months of year in sequence.				
3) States number of days in one week.				
4) States number of days in one month.				
5) States number of days in one year.				
6) States number of weeks in one month.				
7) States number of weeks in one year.				
8) States number of months in one year.				
9) Reads months of the year when presented in sequence.				
10) Reads months of the year when presented in random order.				
11) Using a calendar, can state the total number of days in each month.				
12) Using a calendar and given holiday name locates: Christmas				
Thanksgiving				
New Year's Day				
Labor Day				
Independence Day				
Birthday				
13) Using a calendar, can determine the number of full and partial weeks in each month.				
14) Using a calendar, can locate current date.				
15) Using a calendar, can locate yesterday.				
16) Using a calender, can locate tomorrow.				
17) Using a calendar, can locate a week from today				

18) Using a calendar, can locate a week from tomorrow.				
19) Using a calendar, can locate a week ago today.				
20) Can write the days of the week in sequence.				
21) Can write the days of the week in random order.				
22) Can write the days of the week in random order and with correct spelling.				
23) Can write the months of the year in sequence.				
24) Can write the nonths of the year in random order.				
25) Can write the months of the year in random order and with correct spelling.				
26) Can read word abbreviations for days.				
27) Can write word abbreviations for days.				
28) Can read word abbreviations for months.				
29) Can write word abbreviations for months.				
30) Can read the complete current date-long form.				
31) Can write the complete current date-long form.				
32) Can read the current date in abbreviated form.				
33) Can write the current date in abbreviated form.				
34) Can read the current date in total number abbreviated form.				
35) Can write the current date in total number abbreviated form.				

36) When asked to name holidays, names the holidays listed on page 1.				
37) When given the holiday names, can state the correct corresponding date.				
38) Can name the seasons of the year.				
39) Can state beginning dates of all four seasons.				
40) Can list four types of records that can be kept on a personal calendar.				

BASIC MATHEMATICS SKILLS CHECKLIST

I. COUNTS BY ROTE ORALLY			
1) Count by 1's to 10			
2) Count by 1's to 20			
3) Count by 1's to 50			
4) Count by 1's to 100			
5) Count by 10's to 100			
6) Count by 5's to 100			
7) Count by 2's to 100			
8) Count by 25's to 100			
9) Count by 50's to 100			
10) Counts to and from a number			
11) Counts forward			
12) Counts backward			
II. COUNTS GIVEN OBJECTS			
1) Counts to 10			
2) Counts 10 to 20			
3) Counts 20 to 50			
4) Counts 50 to 100			
5) Counts by 5's to 100			
6) Counts by 10's to 100			
III. RECOGNIZES NUMERALS			
1) States names of numerals - 1 to 10			
2) States names of numerals - 10 to 20			
3) States names of numerals - 20 to 50			
4) States names of numerals - 50 to 100			

IV. SEQUENCES NUMERALS			
1) Groups numbers in proper sequence, 1 to 10			
2) Groups numbers in proper sequence, 1 to 20			
V. WRITES NUMERALS IN SEQUENCE			
1) Writes numerals 1 to 10			
2) Writes numerals 10 to 20			
3) Writes numerals by 10's to 100			

PERSONAL MONEY MANAGEMENT CHECKLIST

I. BANKING SERVICES			
1. Can identify 3 services provided by most banks			
2. Can discriminate between checking and savings account			
3. Can give reasonable definition of:			
A. Teller			
B. Automatic Teller			
C. Code number			
D. Safe deposit box			
E. Drive thru window			
F. Identification card			
II. CHECKING ACCOUNT			
1. Can explain how to open a checking account			
2. Knows purpose of checking account deposit slip			
3. Can complete a checking account deposit slip			
4. Can write a check, given specific information			
5. Can maintain a check register			
6. Can identify parts of bank statement			
7. Can balance bank statement with check register			
8. Can define the following checking account terms:			
A. Currency			
B. Coins			
C. Net depos t			
D. Total deposit			
E. Pay to the order of			
F. Signature			
G. Endorse			
H. Check register			
I. Band statement			
J. Cancelled checks			
K. Balance			
III. SAVINGS ACCOUNT			
1. Understands why it is important to save money			
2. Knows purpose of savings account			
3. Knows purpose of deposit and withdrawal slip			
4. Can complete a savings account deposit slip			
5. Can complete a savings account withdrawal slip			
6. Understands concept of "earning interest"			
7. Knows what a passbook is for			
8. Can identify parts of passbook			
IV. BUDGETTING			
1. Knows importance of planning a budget			
2. Can discriminate between necessity and luxury			
3. Knows difference between fixed and flexible expenses			
4. Can figure monthly income			
5. Understands that expenses must be same or less than income			
6. Can fill out monthly budget form, given specific information			
7. Knows how to adjust budget if not balanced (if expenses are more than income)			

Developed By: Peggy Counts
Special Vocational Teacher

COMMUNITY LIFE SKILLS CHECKLIST

I. Community Awareness		
1) Can name 3 services a community has to offer.		
2) Can name 2 responsibilities a community has to its citizens.		
3) Can name 2 responsibilities people have to their community.		
II. Housing (Renting)		
1) Can name 3 important things to consider when looking for a place to live.		
2) Can name 2 reasons for living with parents.		
3) Can name 2 reasons for living independently.		
4) Can name at least 3 types of housing.		
5) Can read and understand newspaper ads concerning housing.		
6) Can identify abbreviations found in newspaper ads.		
7) Can discriminate between furnished and unfurnished apartments.		
8) Can name 2 advantages of renting rather than buying.		
9) Can name 2 responsibilities of tentant.		
10) Can name 2 responsibilities of landlord.		
11) Knows approximately how much rent a budget will allow.		
12) Understands why it is important to understand a lease.		
13) Can give reasonable definition of:		
A. monthly rent		
B. security deposit		
C. eviction		
D. landlord		
E. utilities		
F. tentant/renter		
G. lease		
H. give notice		

Developed by:
Peggy Counts
Special Vocational Teacher

III. Transportation		
1) Can name 3 kinds of transportation.		
2) Know the difference between public and private transportation.		
3) Can name advantages & disadvantages of public and private transportation.		
4) Can name 2 important factors to consider when selecting the type of transportation to use.		
5) Know how to read a bus schedule.		
6) Know how to use a street map.		
IV. Health Care		
1) Can identify 3 community resources which provide health care.		
2) Knows 2 ways to locate health care services.		
3) Can identify good health habits and reasons for developing these habits.		
4) Can explain the importance of adequate health insurance protection.		
5) Knows what preventative medicine means.		
6) Can give reasonable definition of:		
A. H.E.W.		
B. physician		
C. dentist		
D. prescription		
E. Red Cross		
F. clinic		
G. pharmacist		
H. A.A.		
I. blood bank		
7) Can describe simple emergency procedures for:		
A. bleeding		
B. breathing (mouth to mouth)		
C. choking		
D. burns		
E. poisoning		
F. heart attack		
G. shock		

V. Law and Order		
1) Can explain a community's need for law.		
2) Can name 3 freedoms or rights you have as a U.S. citizen.		
3) Knows the difference between a felony and a misdemeanor.		
4) Knows the difference in penalties between a crime an adult has committed and a crime a juvenile has committed.		
5) Can state what to do if arrested.		
6) Can name 2 rights you have if you are arrested.		
7) Can define the phrase "innocent until proven guilty".		
8) Can name 3 instances when a lawyer may be needed.		
9) Can give reasonable definition of: A. trial		
B. judge		
C. jury		
D. bail		
E. warrant		
F. public defender		
G. probation		
H. plea		
10) Knows legal age for: A. drinking liquor		
B. driving		
C. voting		
D. getting married without parents consent		

EMPLOYABILITY SKILLS CHECKLIST

1) Will be able to name the difference between skills and interests			
2) Will be able to name 2 reasons why people work.			
3) Can discriminate between State Employment Agency and Private Employment Agency.			
4) Can discriminate between the terms employee, employer and employed.			
5) Can name at least 3 different questions asked on an application form.			
6) Can name at least 2 reasons why people get fired.			
7) Can state current minimum wage.			
8) Can discriminate between gross pay and net pay.			
9) Can name at least 3 deductions from a paycheck.			
10) Can name 2 job benefits.			
11) Can name number of hours in a full time work day.			
12) Can name number of hours in a full time work week.			
13) Using current minimum wage can accurately figure pay for a full time week.			
14) Recognizes and defines application words (see attached copy)			

Developed by:
Carol Moore
Special Vocational Instructor

	Recognizes word	Gives definition
1. Area Code		
2. Caucasion		
3. Convicted of a felony		
4. Condition of health		
5. Dismissed from a job		
6. Divorced		
7. Education		
8. Employment history		
9. Experience		
10. Former employer		
11. Height		
12. Marital status		
13. Maiden name		
14. Negro		
15. Notify in case of emergency		
16. Occupation		
17. Permanent address		
18. Physician		
19. Place of residence		
20. Position applied for		
21. Previous address		
22. Reference		
23. Religion		
24. Separated		
25. Signature		
26. Social Security number		

	Recognizes word	Gives definition
27. Spouse's name		
28. Weight		
29. Widowed		
30. Zip code		

ASSESSMENT WORK SHEET

1. OTHER SPECIAL SERVICES/RELATED WORK HISTORY

   See Attached Application Form.

2. EDUCATIONAL HISTORY

   See Attached Application Form

3. BACKGROUND INFORMATION

   See Attached Application Form.

4. IMPRESSIONS

5. EDUCATIONAL ASSESSMENT: READING

6. EDUCATIONAL ASSESSMENT: MATH

7. EDUCATIONAL ASSESSMENT: APPLICATION LIFE SKILLS

8. SOCIAL INTERACTION SKILLS

9. PHYSICAL FUNCTIONING/ENVIRONMENTAL WORK CONDITIONS

10. VOCATIONAL INTEREST

11. SPECIFIC APTITUDE ASSESSMENT

12. WORK SAMPLES

13. EXPLORATIONS

14. EMPLOYABILITY SKILLS

15. COMMUNITY MOBILITY

16. ATTENDANCE

Shop Name_____

D.O.T. Job Title_____

D.O.T. Job Code ____ ____ ____ . ____ ____ ____ . ____ ____ ____

Data People Things ____ ____ ____

Physical Demands

___ Lifting, Carrying, Pushing, and/or Pulling
___ Climbing/Balancing
___ Stooping, Kneeling, Crouching, Crawling
___ Reaching, Handling, Fingering, Feeling
___ Talking, Hearing
___ Seeing

Working Conditions

___ Inside, Outside or both
___ Extremes of Cold plus temperature changes
___ Extremes of Heat plus temperature changes
___ Wet and humid
___ Noise and vibration
___ Hazards
___ Fumes, Odors, Toxic Conditions, Dust, Poor Ventilation

General Educational Development

___ Reasoning
___ Mathematical
___ Language

Aptitudes

G Intelligence _____
V Verbal _____
N Numerical _____
S Spatial _____
P Form P _____
Q Clerical P _____
K Motor C _____
F Finger D _____
M Manual D _____
E Eye-Hand-Foot _____
C Color D _____

Adapated from The Classification of Jobs According to Worker Trait Factors. Arranged and edited by Timothy F. Field and Janet E. Field, 1981.

LOCAL SHOP INFORMATION SHEET

_____SHOP INFORMATION SHEET

1. PRACTICAL WORK ACCOUNTS FOR _____% OF GRADE.

2. ATTITUDE AND SAFETY INCLUDED IN PRACTICAL GRADE?

YES NO

3. WRITTEN TESTS AND ASSIGNMENTS ACCOUNT FOR _____% OF GRADE.

4. DESCRIBE READING AND WRITTEN ASSIGNMENTS.

5. DESCRIBE TESTS (HOW OFTEN, WHAT KIND, ANY QUIZZES, ARE TESTS TIMED, ARE TESTS BASED ON LECTURES AND BOOKS).

6. MEASUREMENT SKILLS NEEDED.

7. SUGGESTED MATH LEVEL.

8. SUGGESTED READING LEVEL.

9. DESCRIBE CLASS OPERATIONS (FOR EXAMPLE, WHO DOES WHAT IN TWO INSTRUCTOR SHOPS; BOOK WORK ON CERTAIN DAYS OR AT CERTAIN TIMES?)

EXAMPLE

SHOP EXPLORATION STUDENT INFORMATION SHEET

1. Student's Name:
2. Student's Age:
3. Shop Exploration Date:
4. Physical-environmental restrictions: Yes No

   If yes, explain.

5. Other pertinent information:

6. Special Programs Contact Person: _____

SPECIAL PROGRAMS SHOP EXPLORATION SUMMARY

STUDENT'S NAME: _____

SHOP NAME: _____

NAME OF INSTRUCTOR: _____

DATE OF EXPLORATION: _____

INSTRUCTIONS

Please rate the student below. Average, above average, and below average ratings should reflect the similarity-to-or-deviation-from your average new student. Please make comments when possible.

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	COMMENTS
ATTENDANCE				
PUNCTUALITY				
PERSONAL APPEARANCE				
CO-WORKER RELATIONSHIPS				
MOTIVATION				
ACCEPTANCE OF CRITICISM				
USE OF TOOLS				
FOLLOWING INSTRUCTIONS				
INDEPENDENCE FROM SUPERVISION				
SAFETY HABITS				
COMPLETING TASKS				
MEMORY FOR TASKS				

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SPECIAL PROGRAMS SHOP EXPLORATION SUMMARY (Cont.)

Is training within this shop an appropriate goal?

Will the student require any adaptive equipment?

129 Will the student need assistance with any of the following: (please c rcle Yes or No)

Reading Textbooks	YES	NO
Reading Modules	YES	NO
Reading Manuals	YES	NO
Studying for Tests	YES	NO
Taking Notes	YES	NO
Shop Related Measurement	YES	NO
Tool Identification	YES	NO
Blueprint Reading	YES	NO

ADDITIONAL COMMENTS: _____

_____

_____

SPECIAL PROGRAMS VOCATIONAL ASSESSMENT SUMMARY REPORT

NAME:_____

LOCATION:_____

ASSESSMENT COORDINATOR: MARCIA ENGLEMAN

PROGRAMMING DATE:_____

PROGRAM: SPECIAL PROGRAMS:VOCATIONAL ASSESSMENT

PURPOSE: ASSESSMENT FOR SHOP PLACEMENT

PRIMARY ASSESSOR:_____

RECORDS RECEIVED:

A. Psychological Evaluation YES___ NO___
B. Diagnostic General Medical Report YES___ NO___
C. Special Programs Referral Application Form YES___ NO___

TESTS ADMINISTERED:

_____ Tests of Adult Basic Education
_____ Differential Aptitude Tests : Selected Sub Tests
_____ Brigance Diagnostic Inventory of Essential Skills : Selected Sub Tests
_____ Singer Company Measurement Pre-Test
_____ Social Prevocational Information Battery
_____ Comprehensive Occupational Assessment Training System-Job Matching(COATS) Preference
_____ Tests for Everyday Living : Selected Sub Tests
_____ Pennsylvania Bi-Manual Work Sample
_____ Valpar Upper Extremity Range of Motion
_____ O'Connor Tweezer Dexterity Test
_____ Singer Work Samples 1. 2. 3.
_____ Shop Explorations 1. 2. 3.

CHECK LISTS:

___ Employability
___ Basic Math
___ Calendar
___ Money
___ Time
___ Community Life Skills
___ Personal Money Management

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SCORES: - Adult Basic Education (grade equivalent score)

Level - Vocabulary _____
Comprehension _____
TOTAL _____

Level - Computation _____
Concepts & Problems _____
TOTAL _____

Level - Mechanics/Expression _____
Spelling _____
TOTAL _____

Differential Aptitude Tests: Norm Group
Clerical Speed & Accuracy _____
Mechanical Reasoning _____
Space Relations _____

Social and Prevocational Information Battery/
Tests for Everyday Living
Possible Score/Score/Percentage Correct/
Percentage Correct-Specific Norm Group

Pennsylvania Bi-Manual Work Sample Norms
Assembly %ile____Unselected____Disassembly
%ile____HighSchool____
%ile____Industrial____

O'Connor Tweezer Dexterity
%ile _____ Standard Norms

Purchasing Habits _____
Banking _____
Budgeting _____
Job Related Behavior _____
Job Search Skills _____
Home Management _____
Health Care _____
Hygiene & Grooming _____
Functional Signs _____

Valpar Upper Extremity Range of Motion
Assembly Dominant Hand Right Left
%ile _____San Diego Norms
Assembly Other Hand
%ile _____San Diego Norms
Performance %ile _____San Diego Norms
Disassembly %ile _____San Diego Norms

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ALTERNATE FORM ASSESSMENT RECOMMENDATIONS SHEET

1. Training is recommended in _____.

2. This shop is the students first preference for training
   YES NO

3. Training is contingent upon the following:

4. Training will/will not need to be in a modified program.

5. The vocational instructor and other staff working with student should be aware of the following medical conditions and/or resultant physical environmental restrictions.

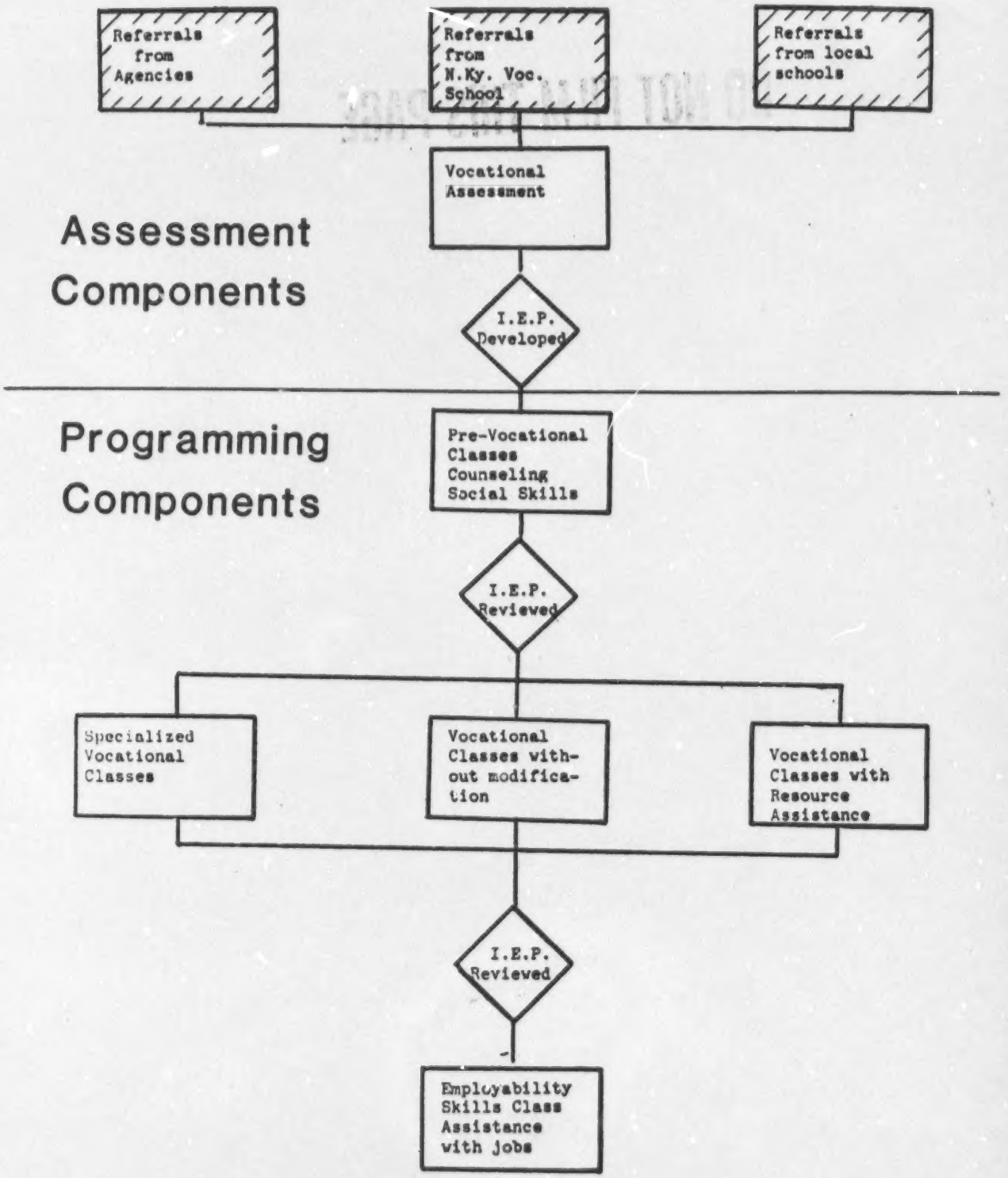
6. The following services/classes are recommended prior to or concurrently with training:

   Counseling _____
   Learning Center _____
   Basic Skills _____
   Life Skills _____
   Social Skills _____
   Measurement Skills _____

7. Student will be monitored by N.K.S.V.T.S. Special Programs staff and have the services of both the regular vocational school counselor and special programs counselor available, if needed - I.E.P. development listing needed program modifications will be the responsibility of a special program staff member.

8. Summary/Additional Recommendations:

SPECIAL VOCATIONAL PROGRAMS
NORTHERN KENTUCKY STATE VOCATIONAL TECHNICAL SCHOOL



Dear _____:

Special Programs is now in the process of scheduling program evaluations and review of placement conference. Both parents and students are strongly encouraged to attend.

A conference for _____has been scheduled on _____at_____. If you are unable to attend or if the above time is inconvenient, please feel free to contact us at 292-2700.

Thank you.

Special Vocational Staff

cc BRS Counselor
Student
Special Programs Coordinator
School Counselor

PERMISSION TO RELEASE INFORMATION FORM

I give my permission for the following individuals to read and share the interpretation of all assessment completed by the N.K.S.V.T.S. Special Programs Assessment Staff. I understand that this assessment report contains, among other things, assessor observations, as well as background information obtained from me.

Assessment may be shared with the following individuals:

Name	Relationship

_____
Student's signature

Date:_____

PERMISSION TO RELEASE INFORMATION FORM

I give permission for the release of the assessment report completed by the N.K.S.V.T.S. Special Programs Assessment Staff to the following individuals or agencies.

_____

_____

_____

_____

_____
Individuals or Agencies

_____
Student's signature

_____
Parent or Guardian's signature

Date:_____

ASSESSMENT SUMMARY LEAD SHEET

STRENGTHS

NON-STRENGTHS

RECOMMENDATIONS

INDIVIDUAL EDUCATION PROGRESS TOTAL SERVICE PLAN

STUDENT'S NAME_____

SCHOOL_____

DATE OF PROGRAM ENTRY_____

PRIORITIZED LONG-TERM GOALS:

1._____

_____

2._____

_____

SUMMARY OF
PRESENT LEVELS OF PERFORMANCES:

_____

_____

_____

_____

_____

Short Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	% of time	Beginning & Ending Date	Review Date

% of Time in Regular Classroom

Placement Recommendation

Committee Members Present_____

_____

_____

_____

Dates of Meeting_____

_____

REVIEW OF PLACEMENT COMMITTEE MEETING

STUDENT'S NAME: _____

CURRENT DATE: _____

CURRENT VOCATIONAL PLACEMENT: _____

SUMMARY OF MEETING/RECOMMENDATIONS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NEXT SCHEDULED REVIEW/EVALUATION DATE: _____

WAS A REPORT ON THE INDIVIDUAL EDUCATIONAL PROGRAM GIVEN? YES NO

WAS A REVISED INDIVIDUAL EDUCATIONAL PROGRAM DEVELOPED? YES NO

COMMITTEE MEMBERS PRESENT:

_____ _____ _____

_____ _____ _____

_____ _____ _____

REVISED: 04/84
jcm

MASTER IEP MEETINGS

DAY	D	10:30	DAY	D	3:30
M			M		
T			T		
W			W		
T			T		
F			F		
M			M		
T			T		
W			W		
T			T		
F			F		
M			M		
T			T		
W			W		
T			T		
F			F		
M			M		
T			T		
W			W		
T			T		
F			F		